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ABSTRACT

This is the second of a three-volume final report of a study to assess the effectiveness of secondary and postsecondary cooperative education programs in the nation's hundred largest cities and to analyze the postprogram experiences of participants and nonparticipants. This volume presents the findings of the 24-month followup study of students formerly enrolled in the programs and their nonenrolled counterparts and compares the two groups. (Volume 1, an overview of the entire study, describes methodology and findings and Volume 3 contains the individual program case studies.) The 50 program sites included 30 occupational training (cooperative work education) programs, 14 dropout prevention programs, and 6 career exploration programs. The followup study team interviewed 803 former students who had participated in work education programs (and had been interviewed two years previously during part I of the study) and also 701 nonparticipating comparison students. Findings of the followup study are detailed in 46 tables and 2 figures, indicating employment status and stability, wage levels and job satisfaction, and comparisons. Data from this study are also compared with data collected by the National Center for Educational Statistics in a series of national longitudinal studies of the educational and vocational experiences of high school seniors. (MF)

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AN ASSESSMENT OF SCHOOL SUPERVISED WORK EDUCATION PROGRAMS PART II: URBAN COOPERATIVE WORK EDUCATION PROGRAMS AND FOLLOW-UP STUDY

FINAL REPORT

Volume 2: Work Education Program Outcomes —
A Twenty-four Month Follow-Up Study

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March 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

In this volume, Olympus Research reports the findings of a 24-month follow-up study of students formerly enrolled in work education programs and their nonenrolled counterparts, and compares the two groups. The study represents a systematic effort to collect and assess economic and attitudinal outcome information from participants in several types of work education programs. Comparisons are made to identical outcome data gathered from nonparticipants.

Students from fifty program sites categorized under three general types comprised the target universe for the follow-up study. Program sites originally included (1) thirty occupational training programs, (2) fourteen dropout prevention programs, and (3) six career exploration programs. Specific occupational training programs, often referred to as "cooperative work education programs," provided students enrolled in vocational education with an opportunity to hold jobs related to their vocational training while they were still in school. These programs were usually headed by

a coordinator who might also function as a vocational teacher or a guidance counselor. Job Corps programs were included in this category, since their purpose was considered to be specific occupational training for those enrolled.

Dropout prevention programs provided supplemental income to induce or permit students to remain in school. Examples of dropout prevention programs included the Neighborhood Youth Corps (NYC), where potential dropout students were given the opportunity of earning pocket money as an incentive to school attendance. Work experience career exploration (WECEP), funded under federal guidelines as an experimental project for fourteen- and fifteen-year-olds, was classified under dropout prevention rather than career exploration, since it was essentially the same as NYC and work education programs for serving students under sixteen years of age.

Career exploration programs allowed students to explore different vocational opportunities by observing workers and actually performing tasks for pay on a variety of jobs.

The above typologies were originally determined during Part I, or the benchmark study, of An Assessment of School-Supervised Work Education Programs, conducted in April 1973 by System Development Corporation. The earlier study provided the baseline program participation information for the follow-up study.

A total of 1,504 respondents was interviewed in the follow-up study some 24 months after program participation. Of these respondents, 803 had participated in work education programs during the benchmark study, and 701 were nonparticipating comparison group members.

The specific objectives of the follow-up study were:

(1) To locate and interview former participants and comparison group members from three different types of work education programs operating at fifty different sites

(2) To measure program outcomes by determining current employment status, past year employment stability, wage levels, and job satisfaction of those currently working

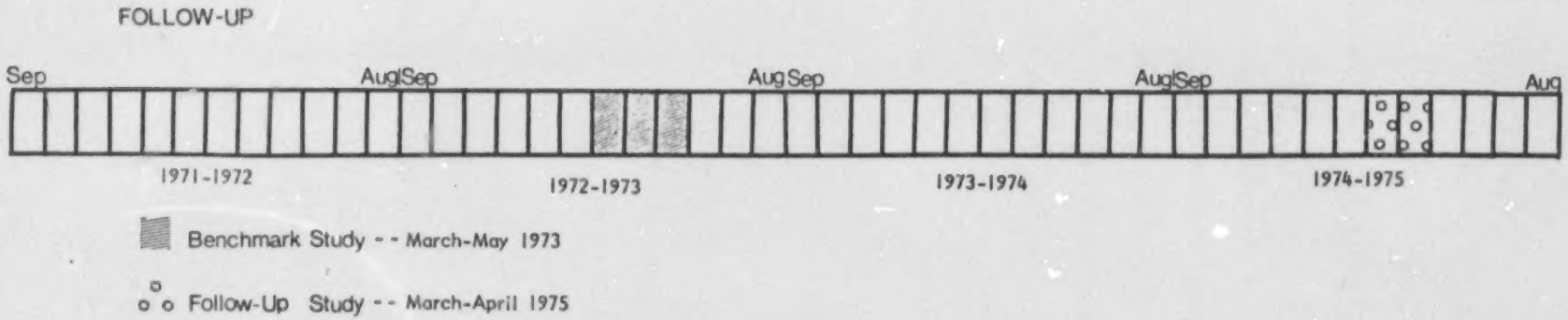
(3) To determine the bivariate and multivariate relationships contributing to the prediction of successful outcomes

(4) To compare the employment experiences of this sample with those of vocational education students responding to a national longitudinal follow-up study sponsored by the National Center for Educational Statistics

These objectives were accomplished by conducting interviews with those participating in the original benchmark study by trained professional interviewers, supervised and directed by Decima Research.

STUDY DESIGN AND TIMING

Figure 1.1 provides an overview of the study design and timing for the Part II follow-up work education and comparison counterparts. It also provides the reader with a comparison to the study design of the National longitudinal study highlighting the differences in data collection time periods. The Part II follow-up study began nearly two years after the original observations in the fifty work education programs were made. Data collection for the follow-up study began in March 1975 and ended in April nearly six weeks later.



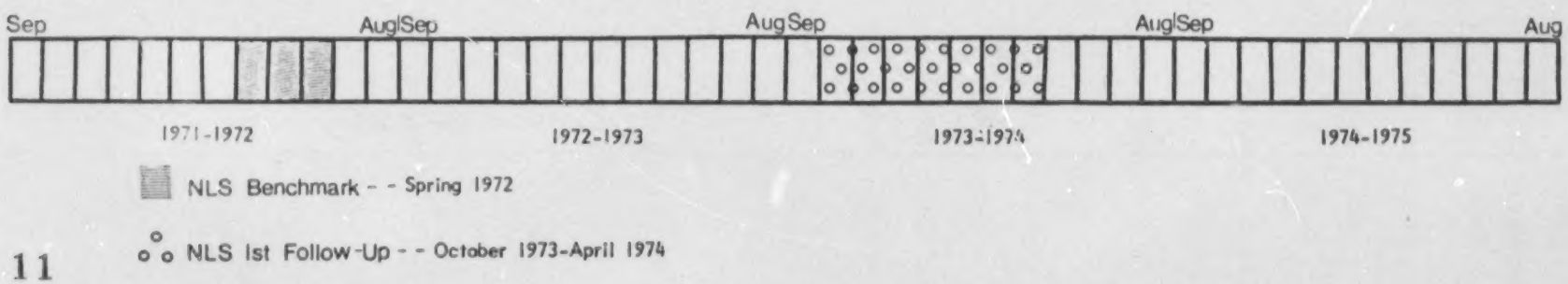


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Figure 1.1. Study Design

The original target group was reduced during the design phase of the study. From the fifty program sites contacted during the benchmark study, four were eliminated for the following reasons:

(1) One program was self-contained within a correctional institution for boys.

(2) Two programs served only students under sixteen years of age.

(3) One program represented a unique program type not comparable to other programs.

In addition to the elimination of students participating in these programs, those projected to be under the age of eighteen at the time of the follow-up study were similarly eliminated before contact in the field was made. This procedure assured that those interviewed would have had at least twelve months to compete in the job market before the follow-up interviews.

The number of students remaining (who had been interviewed as a part of the benchmark study) was 1,717; one died after the study and was dropped from the sample, leaving 1,716. Of this number, 1,504 were interviewed a second time 24 months later, with a recovery rate of 88 percent. Such a rate provides a representative cross-section of the original benchmark study.

Respondents at each site were included in the original sample either as participants in a work education program or as enrollees in vocational education classes, thus serving as a comparison group. A comparison group was selected at each site from among vocational education classes not having work education components, containing students of the same age and sex as participating students.

The students selected for these classes were not randomly chosen, they were picked by local project coordinators.

Table 1-1 gives the number of completed follow-up interviews by education level and type of program. Because of the limited number of programs and students in post-secondary dropout prevention and secondary career exploration programs, these groups were not analyzed in depth.

TABLE 1-1

Completed Interviews by Educational Level and Program Type

Category	Post-Secondary		Secondary	
	Participating Students	Nonparticipating Students	Participating Students	Nonparticipating Students
Specific occupation training programs	266	193	280	302
Dropout prevention programs	43	50	146	93
Career exploration programs			68	63

SUMMARY FINDINGS

Outcomes were measured in this study for all of those interviewed in conjunction with the Part II follow-up study. For the total group, outcome measures included current employment status and employment stability over the 52-week period immediately

preceding the interview.[1] For those working at the time of the interviews, outcomes were measured in terms of weekly wages and expressed job satisfaction. Attitudes toward the program were also probed.

Current Employment Status

The data in Table 1-2 summarize the employment status (current at the time of the interviews, March-April 1975) of those in the follow-up study. Positive outcomes for this measure included "working or in the service" and "going to school." Judged solely on the basis of total group percentages, program participants fared less positively than their nonparticipating counterparts. Participants reported holding a current job slightly less often than nonparticipants. This difference reached a statistically significant level for those in post-secondary specific occupation programs. Nonparticipants across all program types reported a slightly higher percentage currently attending school than participants.

National unemployment rates for all ages was nearly 9 percent in April 1975. For the age group between twenty to 24 years, 16 percent of the male population was unemployed, while unemployment figures for the female population reached 12 percent. Compared to these national estimates of unemployment, participating and nonparticipating students compared favorably.[2] The highest

[1]Because interviewing for the follow-up study took six weeks, the 52-week employment period shifts slightly, depending upon when each interview was conducted; thus the 52 weeks range backward from the date of interview (March or April 1975) to March or April of 1974.

[2]U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, Vol. 21, No. 10, April 1975, pp. 21-22.

TABLE 1-2

Current Employment Status
(In percentages)

Current Employment Status	Specific Occupation*					
	Post-Secondary**		Secondary**		Secondary Dropout Prevention*	
	(1)	(2)	(1)	(2)	(1)	(2)
Working, in-service	77%	83%	71%	75%	64%	66%
Going to school	7	12	9	12	10	11
Not working, looking	5	1	10	4	9	4
Not working, not looking	11	4	11	8	17	19

*(1) = participating students; (2) = nonparticipating students.

**Chi square significant at 0.01 level.

unemployment rates in the follow-up study were 15 percent for females in the secondary dropout prevention programs, and 14 percent for the males in secondary specific occupation programs.

In accordance with the objectives of the follow-up study, current employment status was further examined for subgroup differences among participating and nonparticipating students. Table 1-3 indicates the current employment status of participating and nonparticipating students in specific occupation programs when divided by sex and ethnic group.[3]

Sex of the student was related to percentage of time currently working for those at the secondary level but not at the

[3]This table represents a portion of Table 4-1, "Current Employment Status by Respondent Characteristics."

TABLE 1-3

Current Employment Status Subgroup Comparisons

	Post-Secondary Specific Occupation										
	Participating Working						Non-Participating Working				
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)
AGGREGATE	77	7	5	11	100	(266)	83	12	2	4	101	(146)
Sex												
Male	78	10	5	7	100	(121)	84	10	3	3	100	(68)
Female	77	4	5	15	101	(145)	82	13	0	5	100	(77)
Ethnic Group												
White	71	11	4	15	101	(150)	87	9	0	5	101	(106)
Black	84	3	7	7	101	(31)	36	55	9	0	100	(11)
Chicano	87	3	7	3	100	(30)	100	0	0	0	100	(5)
Other	92	0	4	4	100	(47)	91	5	0	5	101	(21)
Age at Follow-Up												
18	-	-	-	-	-	-	0	100	0	0	100	(1)
19	67	0	33	0	100	(3)	100	0	0	0	100	(2)
20	78	8	3	11	100	(37)	76	17	0	7	100	(42)
21	77	8	4	12	101	(51)	94	2	2	2	100	(48)
22 and Over	77	6	5	11	99	(168)	79	15	2	4	100	(52)
Education												
Less than High School	50	0	25	25	100	(4)	100	0	0	0	100	(1)
High School Graduate	91	0	0	9	100	(11)	57	14	0	29	100	(7)
Voc-Tech School	79	2	5	14	100	(42)	98	2	0	0	100	(41)
Junior or Com. Coll.	80	3	6	11	100	(124)	77	16	2	5	100	(57)
Four Year College	69	22	6	4	101	(54)	76	21	3	0	100	(29)
Marital Status at Follow-Up												
Married	77	3	3	17	100	(120)	82	11	2	6	101	(55)
Single	77	11	8	4	100	(119)	84	11	1	4	100	(83)
Divorced	85	4	0	12	101	(26)	75	25	0	0	100	(8)

TABLE 1-3 (cont.)

	Secondary Specific Occupation									
	Participating Working					Non-Participating Working				
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)
AGGREGATE	71	9	10	11	101 (280)	75	12	4	8	99 (205)
Sex										
Male	77	7	12	4	100 (147)	77	11	6	5	99 (122)
Female	64	11	7	19	101 (133)	70	15	2	13	100 (83)
Ethnic Group										
White	75	9	5	11	100 (212)	76	13	4	8	101 (184)
Black	54	6	28	12	100 (50)	54	18	18	9	99 (11)
Chicano	83	8	8	0	99 (12)	83	0	0	17	100 (6)
Other	75	0	0	25	100 (4)	100	0	0	0	100 (1)
Age at Follow-Up										
18	67	8	14	11	100 (36)	67	14	12	7	100 (43)
19	76	7	8	9	100 (130)	80	11	2	8	101 (104)
20	69	11	7	14	101 (86)	71	13	4	11	99 (53)
21	64	0	18	18	100 (11)	67	33	0	0	100 (3)
22 and Over	50	0	50	0	100 (6)	-	-	-	-	- -
Education										
Less than High School	58	0	29	13	100 (24)	60	10	10	20	100 (10)
High School Graduate	71	1	12	16	100 (145)	81	3	6	10	100 (107)
Voc-Tech School	63	26	7	3	99 (27)	77	14	0	9	100 (22)
Junior or Com. Coll.	78	22	0	0	100 (27)	71	29	0	0	100 (14)
Four Year College	71	21	0	9	101 (34)	53	40	3	3	99 (30)
Marital Status at Follow-Up										
Married	67	3	6	25	101 (72)	73	7	3	17	100 (40)
Single	73	10	11	6	100 (204)	76	14	5	6	101 (163)
Divorced	33	0	33	33	99 (3)	100	0	0	0	100 (1)

TABLE 1-3 (cont.)

	Secondary Dropout Prevention										
	Participating Working					Non-Participating Working					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	
AGGREGATE	64	10	9	17	100 (146)	66	11	4	19	100 (53)	
Sex											
Male	73	9	9	10	101 (81)	73	15	6	6	100 (33)	
Female	52	12	9	26	99 (65)	55	5	0	40	100 (20)	
Ethnic Group											
White	70	7	8	16	101 (115)	67	11	2	20	100 (46)	
Black	48	26	13	13	100 (23)	33	33	33	0	99 (3)	
Chicano	50	0	0	50	100 (2)	100	0	0	0	100 (2)	
Other	0	33	33	33	99 (3)	0	0	0	100	100 (1)	
Age at Follow-Up											
18	59	11	15	15	100 (27)	50	19	0	31	100 (16)	
19	63	16	9	13	101 (64)	62	10	10	19	101 (21)	
20	68	5	2	24	99 (41)	92	0	0	8	100 (12)	
21	100	0	0	0	100 (5)	100	0	0	0	100 (1)	
22 and Over	-	-	-	-	- -	100	0	0	0	100 (1)	
Education											
Less than High School	43	4	18	36	101 (28)	71	0	14	14	99 (7)	
High School Graduate	72	2	9	18	101 (68)	70	7	0	23	100 (30)	
Voc-Tech School	63	13	25	0	101 (8)	67	33	0	0	100 (3)	
Junior or Com. Coll.	67	22	0	11	100 (9)	67	0	0	33	100 (3)	
Four Year College	56	44	0	0	100 (18)	29	43	4	14	100 (7)	
Marital Status at Follow-Up											
Married	48	0	5	48	101 (21)	55	0	0	46	101 (11)	
Single	66	12	10	12	100 (123)	69	14	5	12	100 (42)	
Divorced	100	0	0	0	100 (1)	-	-	-	-	- -	

post-secondary level. Students participating in secondary programs were more likely to be working if they were males than females. At the post-secondary level, no differences were found between males and females and the percentage holding a current job.

Racial differences favored whites at the secondary level and minorities at the post-secondary level among participating students. Whites reported working consistently more often than blacks participating in work education programs at the secondary level. The same was true for nonparticipating post-secondary comparison group members.

One of the more important findings of the study ran contrary to the above. Among post-secondary specific occupations participants, blacks and other minorities consistently reported a current job more often than whites.

For those participating in work education programs, correlation analysis revealed some consistent relationships with current employment status for both secondary and post-secondary respondents. Consider the following:

(1) The more hours worked and the higher the rate of pay of the student school jobs, the more likely participating students were to be currently working.

(2) The more positive student evaluation of specific occupation programs, the more often participants held current jobs at the time of the follow-up interviews.

(3) The higher the anticipated employment stability while in school, the more likely the respondent was to be working.

Some of the significant relationships definitely indicated differences between secondary and post-secondary participant experiences. In secondary programs as the number of minority students increased, the number currently working decreased. This finding is not entirely surprising due to the fact that blacks and other minorities in the population were not as frequently employed as whites of comparable age. However, at the post-secondary level as the number of minority students increased, the number currently employed also increased. These data strongly suggested that at the post-secondary level, participation in work education programs served as an effective bridge to jobs for blacks and other minorities.

The data also suggested that the longer a school job was held, the more hours worked at the school job, and the higher the rate of pay for the work, the more likely former participants would be working some 24 months after program participation.

An examination of the data from the national longitudinal study for those participating in secondary programs (either specific occupation or dropout prevention) confirmed the trends identified above, namely:

(1) Males reported working more frequently than females.

(2) Whites reported working more often than blacks or other minorities.

Employment Stability

Measured employment stability for the 52-week period immediately preceding the follow-up interviews showed that the average

number of weeks worked increased steadily from a low of 33 out of 52 for dropout prevention participants to a high of 38 out of 52 for post-secondary participants. Between participating and nonparticipating students no significant differences were found for the total groups (Table 1-4).[4]

Again for those trained at the secondary level, there were differences by sex in average weekly employment. On the average, men were more consistently employed than women. This finding held true for both participating and nonparticipating secondary students. At the post-secondary level, however, no differences between men and women were found in measured employment stability. Blacks participating in post-secondary specific occupation programs worked more weeks out the year than blacks in the nonparticipating comparison groups. This finding further confirms the positive effect of post-secondary specific occupation programs on the economic outcomes of blacks and other minorities.

Other significant relationships with employment stability for participating students included the following:

(1) The average number of weeks worked during a 52-week period increased in general for males, nonminority students (except in the case of post-secondary specific occupation participants), and older students.

(2) The employment stability of those who were paid higher wages, worked longer hours, and earned more during the school year of the benchmark study were above those of

[4]This table represents a portion of subsequent Table 4-3, "Average Number of Weeks Working/Past 52 Weeks."

TABLE 1-4

Employment Stability of Weeks Working
Average Number in the Past 52 Weeks

	Post-Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	38	15	44	37	16	44	35	16	43	37	14	43	33	17	41	33	16	38
Sex																		
Male	39	14	44	37	15	44	37	15	44	39	13	43	37	14	43	37	13	42
Female	37	16	44	37	16	44	33	18	42	36	16	43	27	19	25	26	18	29
Ethnic Group																		
White	36	16	44	39	14	44	37	15	43	38	14	43	34	17	43	32	16	37
Black	... 42	13	46	... 18	21	4	28	19	35	33	20	43	27	15	25	33	13	33
Chicano	40	13	45	39	16	45	39	13	44	37	19	44	47	00	47	47	00	47
Other	40	12	45	40	15	45	37	13	40	20	00	20	9	10	5	00	00	00

their co-workers who worked less and earned less during the same period.

(3) The more relevant the training program to the school job, the more likely the individual enjoyed a high level of employment stability.

(4) Among secondary specific occupation participants, as the ratio of students to coordinator increased participant employment stability increased. The presence of an advisory committee also increased the employment stability of those interviewed.

Where comparable data were available, no differences were observed between the national longitudinal sample and the Part II follow-up sample for the key findings reported above.

Current Weekly Earnings

Successful outcomes measured in current earnings per week for those working are presented in Table 1-5. This outcome measure was derived from reported hourly rates of pay and the average number of hours worked per week.[5]

At the secondary level, program participation appeared to have little effect on the average weekly earnings of those interviewed. On the other hand, at the post-secondary level participating respondents earned substantially more than their nonparticipating counterparts. A sizable portion of the advantage enjoyed by participating students in post-secondary specific

[5] This table represents a portion of subsequent Table 5-2, "Average Weekly Wages/Current Job."

TABLE 1-5

Current Weekly Earnings

	Post Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	160	109	132	121	69	117	113	66	113	115	83	104	112	53	113	111	98	92
Sex	***			***			***			***								
Male	208	131	170	136	72	139	132	75	129	132	91	121	129	54	133	125	117	97
Female	120	62	116	107	64	100	*** 90	42	92	*** 91	62	84	88	42	85	85	38	85
Ethnic Group	***			***														
White	176	125	136	127	71	122	116	68	115	117	86	106	113	50	115	112	103	89
Black	172	97	141	92	76	76	108	60	107	96	57	88	87	65	76	-	-	-
Chicano	157	107	146	126	79	126	88	44	100	96	27	92	226	00	226	126	00	126
Other	122	66	113	101	46	107	26	00	26	26	00	26	-	-	-	-	-	-

***Student significant at .01 level.

occupation programs may be attributed to those trained in manufacturing, marketing and distribution, and health care.

Most of the significant relationships of current weekly earnings appeared within subgroup comparisons. Generally, for all programs, men earned more per week on the average than women, and whites earned more than blacks. In post-secondary specific occupation programs, whites and blacks earned more per week than their comparison group members.

Since men earned more than women consistently across all programs, this gave rise to the question as to whether the difference in average weekly earnings could be attributed to differences in occupation. Both participating and nonparticipating students were stratified by program type, general occupation classification (both current job and school job), and finally by sex as shown in Table 1-6, which indicates that men start with a relative earnings advantage while still in their training programs, regardless of the general areas of occupational experience.[6] This relative advantage continues and in some cases increases following training.

Weekly earnings comparisons were also made between participating students for the first jobs they held after training. Table 1-7 shows some of these comparisons.

The results revealed that post-secondary participating students again enjoyed a relative advantage over their nonparticipating counterparts in terms of weekly earnings. Moreover, secondary students trained in specific occupation programs enjoyed a slight advantage over nonparticipating students on their first post-school jobs. Conversely, secondary students participating in dropout prevention programs earned $10 less per week on the average than their nonparticipating counterparts. While the data are insufficient to provide direct evidence, they do suggest that in the long run participants in secondary dropout prevention programs may have benefited from their work experience participation by closing the

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[6]This table represents a portion of subsequent Table 6-2, "Weekly Wages/First Job Held After School."

TABLE 1-6

Weekly Earnings of Men and Women Trained in or Working in Similar Occupations

	Post Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
	Participating		Non-Participating		Participating		Non-Participating		Participating		Non-Participating	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professional												
Current Occupation	$228	$145	$156	*	*	*	*	*	*	*	*	*
(School Occupation)	($ 60)	($ 36)	*	*	*	($ 26)	*	*	*	($ 31)	*	*
Clerical												
Current Occupation	$140	$111	$106	$114	$138	$110	$ 81	$ 95	$ 97	$106	*	*
(School Occupation)	($ 53)	($ 30)	($ 76)	($ 47)	($ 53)	($ 34)	($ 43)	($ 33)	($ 48)	($ 28)	*	*
Sales and Management												
Current Occupation	$213	$ 86	$180	*	$115	$ 71	$ 88	*	*	*	*	*
(School Occupation)	($ 83)	($ 34)	*	($ 46)	($ 57)	($ 31)	($ 44)	*	*	*	*	*
Blue Collar												
Current Occupation	$178	$155	$131	$ 96	$148	$ 69	$150	$ 86	$149	*	$147	*
(School Occupation)	($ 83)	*	($ 60)	*	($ 50)	*	($ 42)	*	($ 54)	*	($ 38)	*
Service												
Current Occupation	$242	$101	*	$ 76	$ 66	$ 67	$ 76	$ 96	*	$ 63	*	*
(School Occupation)	($ 76)	*	($ 65)	($ 58)	($ 42)	($ 24)	($ 43)	($ 28)	($ 27)	($ 30)	($ 51)	($ 26)

*Cells with less than five observations were suppressed

TABLE 1-7

Weekly Earnings
First Job Held After School

	Post-Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	110	73	98	86	47	79	89	49	83	83	41	80	79	48	75	89	44	82
Sex																		
Male	* 137	83	123	99	62	85	105	50	100	96	41	93	88	45	84	105	45	93
Female	91	59	84	79	36	77	63	32	64	57	29	60	71	51	67	61	24	66
Ethnic Group																		
White	* 111	77	95	* 83	46	78	86	49	79	83	43	81	79	48	75	89	45	82
Black	140	83	132	113	48	100	105	53	110	63	25	67	83	57	76	76	00	76
Chicano	114	60	109	-	-	-	92	29	88	76	00	76	-	-	-	-	-	-
Other	83	55	76	92	52	84	-	-	-	-	-	-	76	00	76	-	-	-

*Student T significant at the .01 level.

earnings gap with their nonparticipating counterparts. On the other hand, those in secondary specific occupation programs were unable to maintain their original advantage over nonparticipants.

In all comparisons involving weekly earnings, the greatest impact of participation definitely appeared to be focused on post-secondary programs. Whites and blacks and men and women who participated in such programs earned more than their comparison counterparts in all cases.

The national longitudinal sample of participating and non-participating students revealed a somewhat lower level of responses of earnings. However, wages increased with inflationary pressure over a twelve-month period separting the two points in time of measurement, thus providing those in the Part II follow-up with a slight earnings advantage due solely to inflation.

The trends identified earlier were substantiated for those responding in the national longitudinal follow-up study namely:

(1) Males earned more than females.

(2) Whites earned more than blacks.

Differences in earning power favored participants in specific occupation programs over comparison group members. On the other hand, participants in dropout prevention programs were at a slight earnings disadvantage when compared to nonparticipants.

Current Job Satisfaction

To measure satisfaction with jobs currently held, those interviewed were asked a series of questions focusing on satisfaction with pay and fringe benefits, working conditions, challenge,

and opportunities. Measures of job satisfaction with current job suggests the following:

(1) Participating students in post-secondary specific occupation programs expressed more positive attitudes toward their jobs than nonparticipating counterparts.

(2) The least satisfied group measured on the basis of job satisfaction appeared to be those who participated in secondary dropout prevention programs.

(3) In terms of overall job satisfaction, participants in secondary specific occupation programs occupied a middle position between the other two groups.

Table 1-8 illustrates the above findings.[7]

There were few significant differences between subgroups either at the secondary or post-secondary level. In general, men and women expressed about the same levels of satisfaction with their current jobs across educational levels and types of programs. Whites and blacks did not differ significantly in their expressed levels of job satisfaction.

Expressed job satisfaction between national longitudinal and Part II study participants showed no measurable differences, and in general trends were parallel for both studies.

The Training Program: Carryover and Attitudes

Part II respondents were asked to reassess the value of the training they received while in school. The amount of job carryover was also measured by determining how many were at the same

[7]This table is also presented as Table 5-4.

TABLE 1-8

Current Job Satisfaction
(Aggregate measure)

	Aggregate		Post Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Pay														
Very Satisfied	21		23		23		20		17		17		21	
Satisfied	55		49		56		54		60		55		44	
Not Satisfied	24		28		22		26		23		29		35	
	100	(1015)	100	(202)	101	(120)	100	(188)	100	(144)	101	(84)	100	(34)
Working Conditions			**		**									
Very Satisfied	29		30		33		28		31		26		24	
Satisfied	58		55		62		57		56		62		68	
Not Satisfied	13		15		5		15		14		12		9	
	100	(1016)	100	(202)	100	(120)	100	(189)	101	(144)	100	(84)	101	(34)
Challenge and Opportunity														
Very Satisfied	25		27		30		27		25		18		29	
Satisfied	68		65		64		67		70		75		61	
Not Satisfied	7		8		7		5		6		7		10	
	100	(999)	100	(199)	101	(118)	99	(187)	101	(142)	100	(84)	100	(31)
Complete/Overall														
Very Satisfied	18		22		20		20		17		14		16	
Satisfied	73		67		75		69		75		74		71	
Not Satisfied	9		11		5		11		8		12		13	
	100	(998)	100	(199)	100	(118)	100	(186)	100	(142)	100	(84)	100	(31)

**Chi Square significant at the .05 level.

or similar jobs to the jobs held while in school. With the fact that there was a 24-month period between the benchmark and the follow-up study, the following trends emerged:

(1) Positive carryover of training to current job was highest for participants in post-secondary specific occupation programs. Four in ten were working at the same jobs held during the benchmark study, three in ten were in the same fields as their training job, and four in ten were working in unrelated fields.

(2) Participants in secondary specific occupation programs showed the next highest level of consistency between training and current jobs. Specifically, three in ten in this group were working at the same jobs they held while in training, two in ten were working in the same general fields, while five in ten were working at unrelated jobs.

(3) As expected the lowest training to current job carryover was measured among participants in secondary dropout prevention programs. Specifically, two in ten were working at the same jobs they held while in training, two in ten were working in the same fields, while six in ten were working at unrelated jobs.

(4) Over all, attitudes expressed toward training programs remained positive. Positive evaluations were voiced more frequently by participants in post-secondary specific occupation programs than by participants in other

groups. Secondary level participants were somewhat less enthusiastic in their retrospective evaluation of training programs.

(5) Asked to assess the job relevance of the training they received while in school, the strongest positive comments came again from participants in post-secondary specific occupation programs. Participants in specific occupation and dropout prevention programs at the secondary level were significantly less likely to give their school training high marks.

(6) The area where training programs received their highest negative marks was in the assessment of job preparation. Following a now familiar pattern, participants in post-secondary specific occupation programs were more likely to judge their preparation for jobs favorably than participants in either dropout prevention or specific occupation secondary level programs.

An interesting sidelight to the retrospective evaluations given to training programs was the finding that among post-secondary participants those less positive toward their training in retrospect were also the ones who tended to be earning more and working more at the time of the follow-up interviews. Perhaps this finding suggests a motivational factor associated with the restrospective evaluation of program training. Over all, however, a strong majority of those interviewed continued to view their program experience in a favorable light.

POLICY RECOMMENDATIONS

The summary findings detailed in the preceding sections indicate that at worst participation in work education programs produces economic outcomes not unlike participation in more traditional education programs. At best work education serves as a springboard for minorities and women into the world of work.

Expand Post-Secondary Programs

The most successful results were obtained by means of training in post-secondary specific occupation programs. Minority and women graduates of these programs were earning higher wages and working more regularly than their respective comparison groups. Perhaps the greatest beneficiaries of post-secondary program participation were minority women who were working and earning more than nonminority female participants.

Continued broad support of post-secondary programs is indeed called for by the findings of this study. On a more specific level, expansion of programs in minority areas as well as those designed for women would produce the most favorable cost-benefit ratios -- yielding the highest return in participant employment stability and earnings per program dollar spent.

Continued Upgrading of School Jobs

Participant outcomes were better for students whose school jobs:

(1) Paid higher than average wages

(2) Employed students for more than the average number of hours per week

(3) Lasted longer than the average job

(4) Offered more job responsibility and challenge

These findings reinforce the need for continued upgrading of jobs held by participants while in school.

High payoff job experience was distributed over a variety of occupational categories. For secondary students in specific occupation programs, school jobs in communications-media, manufacturing, and transportation pay off in measured outcomes most handsomely. For post-secondary participants, manufacturing, health, and marketing and distribution jobs seemed to lead to the highest wages and employment stability measured 24-months following training.

It would be misleading to suggest that only jobs in the above general categories lead to successful economic outcomes. Rather, the factors mentioned earlier (pay, number of hours per week, length of job, and so on) account for most of the observed differences in outcomes. Nevertheless, it does seem plausible that jobs in these general occupational areas may inherently offer the specific benefits identified above, which lead to successful outcomes.

Provide Equal Opportunity for Women

On a less positive note, the data revealed that women received poorer paying jobs, worked fewer hours at their jobs, and their jobs lasted fewer months than those of men while in programs. Since these job-related factors are key determinants of eventual economic success, it comes as no surprise that women fared poorly vis-à-vis men with respect to post-school outcomes. Even when women held jobs in the same occupational areas as men, their experience

was significantly less positive, measured in terms of outcomes. Take for example those trained in the marketing and distribution area. Men held jobs as management trainees while women worked as clerks and retail sales persons.

Providing more opportunity for women to receive upgraded job experience while in training will distribute the positive benefits of work education more equitably between the sexes.

No Program Structure Changes

The data relating facets of program structure to economic outcomes show no consistent pattern leading to recommendations for change. Indeed, that which works for one program may have a negative effect on another.

Organization of Volume 2

In the sections which follow specific topics are addressed in greater detail.

In chapter 2, participant characteristics of the follow-up sample are identified for participating and nonparticipating students in each of the three program categories. Where differences occur, they will be highlighted in the discussion of the findings. Chapter 3 is an overview of the key variables measuring outcomes as well as those variables used to predict outcomes is presented.

In chapters 4 and 5, data are presented on the current employment status, employment stability, and current job wages and satisfaction of the follow-up respondents. Chapter 6 examines the experiences associated with first post-school jobs. Chapter 7 presents a multivariate analysis of outcomes data, while Chapter 8

makes comparisons between the Part II follow-up study and the national longitudinal study.

2

PARTICIPANT CHARACTERISTICS

Characteristics of respondents in this study are described by: (1) program type and level, (2) subgroup demographic characteristics, and (3) attitudes toward self, training program, and the future. Data have been collected for participating and nonparticipating student groups. Nonparticipating students were not enrolled in work education programs at the time of the 1973 benchmark study. These respondents were used as comparison groups to assess the similarities of and differences between those enrolled in work education programs and those enrolled in regular vocational education programs. To enhance the comparability of these two groups, nonparticipating students were limited to those holding jobs outside of school for analysis of outcomes related to job experience.

PROGRAM TYPE AND LEVEL

The work education programs have been classified into five types according to grade level and primary purpose. These include:

(1) Post-secondary specific occupational programs

(2) Post-secondary dropout prevention programs

(3) Secondary level specific occupational programs

(4) Secondary level dropout prevention programs

(5) Secondary level career exploration

The definitions of each program type were constructed during the benchmark survey. Table 2-1 shows the distribution of attempted and completed interviews for each program type. Since post-secondary dropout prevention programs and secondary career exploration programs were represented by few programs and students, these categories are not included in the statistical analysis.

DEMOGRAPHIC CHARACTERISTICS

Personal characteristics of participants and nonparticipants such as sex, ethnic group, age, education, marital status, and income are summarized in Table 2-2.

Sex. On an aggregate basis for all respondents, 52 percent of the sample population was comprised of males. Within program types, more than 53 percent of the respondents in post-secondary specific occupation programs were women. However, in secondary programs more than 53 percent of all respondents enrolled were men.

Ethnic group. More than three-fourths (76 percent) of all respondents were white, and for every program type, nonparticipants were more likely to be white than participants. A significant difference in racial composition was noted for post-secondary specific occupation programs. These programs enrolled a larger number of minority group members than contained in their comparison groups.

Table 2-1

Program Type and Level of Respondents in the Follow-Up Study

Variable	Participating			Nonparticipating		
	Total Attempted Interviews	Number Completed	Percentage of Completion Rate	Total Attempted Interviews	Number Completed	Percentage of Completion Rate
Post-secondary specific occupation	291	266	91%	211	193	91%
Post-secondary dropout prevention	49	43	88	53	50	94
Secondary specific occupation	335	280	84	349	302	87
Secondary dropout prevention	156	146	94	113	93	82
Secondary career exploration	86	68	79	74	63	85
TOTAL	917	803	88	800	701	88

TABLE 2-2

Demographic Characteristics of Respondent Population

	Aggregate		Post-Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Sex														
Male	52		46		47		53		60		56		62	
Female	48		55		53		48		41		45		38	
	100	(1504)	101	(266)	100	(146)	101	(280)	101	(205)	101	(146)	100	(53)
Ethnic Group			***		***		***		***					
White	76		58		74		76		91		80		89	
Black	11		12		8		18		5		16		6	
Chicano	7		12		4		4		3		1		4	
Other	6		18		15		1		1		2		2	
	100	(1504)	100	(266)	101	(146)	99	(280)	100	(205)	99	(146)	101	(53)
Age at Follow-up														
18	13		0		1		13		21		20		31	
19	31		1		1		48		51		46		41	
20	24		14		29		32		26		30		24	
21	12		20		33		4		2		4		2	
22 and over	20		65		36		2		0		0		2	
	100	(1504)	100	(266)	100	(146)	99	(280)	100	(205)	100	(146)	100	(53)
Average Age	21	(1504)	26	(266)	24	(146)	19	(280)	19	(205)	19	(146)	19	(53)
Education			*		*									
Less than H.S. Grad.	7		2		1		9		6		21		14	
High School Grad.	37		5		5		56		59		52		60	
Voc-Tech School	16		18		30		11		12		6		6	
Jr./Community College	21		53		42		11		8		7		6	
Four Year College	18		23		22		13		16		14		14	
	99	(1504)	101	(266)	100	(146)	100	(280)	101	(205)	100	(146)	100	(53)
Marital Status At Follow-up			**		**									
Married	28		45		38		26		20		15		21	
Single	68		45		57		73		80		85		79	
Divorced	3		10		6		1		1		1		0	
	99	(1504)	100	(266)	101	(146)	100	(280)	101	(205)	101	(146)	100	(53)
Individual Income Past Year														
Average Income	$3947	(1504)	$5718	(266)	$5354	(146)	$4194	(280)	$4009	(205)	$3548	(146)	$3224	(53)
Median Income	$3446	(1504)	$5172	(266)	$5379	(146)	$3590	(280)	$3625	(205)	$3227	(146)	$2714	(53)

***Chi Square significant at the .01 level.
**Chi Square significant at the .05 level.
*Chi Square significant at the .10 level.

Age. As of March 1975, 68 percent of the respondents were eighteen to twenty years of age. The average age of all respondents was 21 years. Participating students in post-secondary programs were naturally older than other groups.

Education. Nine out of ten respondents were high school graduates or more. Fifty-five percent of the students had been enrolled in vocational-technical schools, junior or community colleges, or four-year colleges. Only 7 percent had not graduated from high school, and the majority (61 percent) of those participated in secondary dropout prevention programs.

Income. The average yearly income for the year (January 1974 to December 1974) of all respondents was $3,947. Post-secondary students earned more than secondary students; within the secondary level, students in specific occupation programs earned more than those in dropout prevention programs. Within each program type, participating students earned more in a year than their nonparticipating classmates.

ATTITUDINAL VARIABLES

Tables 2-3, 2-4, and 2-5 show attitudes held by participants and nonparticipants for each program type. Measures used to determine self-concept, locus of control, anticipated employment stability, and educational aspirations were created from a much larger set of attitude questions.

Self-concept. The respondents were almost evenly divided among positive and not so positive measures of self-concept. Males and nonminority participants generated much higher self-concepts than females and minority group members.

TABLE 2-3

Self-Concept and Locus of Control Attitudes

	Aggregate		Post-Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Self Concept														
High	20		20		19		19		19		17		22	
Medium High	33		32		30		32		27		36		28	
Medium Low	36		37		44		40		36		32		36	
Low	12		11		8		10		17		15		14	
	101	(1504)	100	(266)	101	(146)	101	(280)	99	(205)	100	(146)	100	(53)
Locus of Control			*		*		**		**					
External Orientation	19		13		7		26		15		24		32	
Mixed	61		61		71		59		66		57		58	
Internal Orientation	19		27		23		15		19		19		10	
	99	(1504)	101	(266)	101	(146)	100	(280)	100	(205)	100	(146)	100	(53)

**Chi Square significant at the .05 level.
*Chi Square significant at the .10 level.

TABLE 2-4

Anticipated Job Stability and Educational Aspirations

	Aggregate		Post-Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Anticipated Stability														
Low	24		15		19		28		27		26		39	
Moderately Low	8		6		5		10		9		16		9	
Moderately High	9		8		7		10		5		6		15	
High	59		71		70		52		59		52		36	
	100	(1504)	100	(266)	101	(146)	100	(280)	100	(205)	100	(146)	99	(53)
Educational Aspirations														
Low	25		20		25		25		23		37*		20*	
Moderate	39		27		26		49		47		39		50	
High	36		53		49		27		30		24		30	
	100	(1504)	100	(266)	100	(146)	101	(280)	100	(205)	100	(146)	100	(53)

*Chi Square significant at .10 level.

TABLE 2-5

Program Attitudes: Respondent Evaluation of Vocational Training

	Aggregate		Post-Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Training Evaluation														
Low	20		11		20		22		19		31		21	
Moderately Low	25		21		18		30		29		23		38	
Moderately High	25		33		25		26		22		24		17	
High	30		35		38		23		30		23		25	
	100	(1504)	100	(266)	101	(146)	101	(280)	100	(205)	101	(146)	101	(53)
Training/Job Relevance														
Strong Positive	17		22		29		9		13		17		9	
Somewhat Positive	59		63		53		61		57		58		57	
Somewhat Negative	21		13		15		27		27		21		35	
Strong Negative	3		2		3		3		3		4		0	
	100	(1504)	100	(266)	100	(146)	100	(280)	100	(205)	100	(146)	101	(53)
Training/Job Preparation														
Inadequate	51		42		46		52		58		58		57	
Ambiumlent	25		27		26		26		23		25		26	
Adequate	24		31		28		22		19		17		17	
	100	(1504)	100	(266)	100	(146)	100	(280)	100	(205)	100	(146)	100	(53)

Locus of control. One out of five of those interviewed felt their lives were controlled by external factors such as: "good luck is more important than hard work for success"; in regard to getting ahead, "something or somebody stops me"; "planning only makes a person unhappy"; and "people who accept their condition in life are happier." A second group, representing one out of five, credited themselves as the locus of control. Significant differences between subgroups were found in the results:

(1) External orientation was more prevalent among those at the secondary level.

(2) Participating students in secondary specific occupation programs expressed belief in more external control than nonparticipants who were more internally oriented.

(3) Males in secondary specific occupation programs expressed more external orientation than females.

(4) Black participating students were more likely than other ethnic groups to believe their locus of control to be external.

Future aspirations. Respondents were asked if, in a year from now, they expected to be working for the same employer or at the same kind of job or occupation. Sixty-eight percent responded that this was a moderately high or high possibility. More than three-fourths of those in post-secondary programs anticipated a stable work situation. Students from dropout prevention programs were less likely to foresee being with the same employer or performing the same kind of job duties a year hence.

The respondents were asked how much more education they would like to obtain. Slightly more than one-third indicated they would like to pursue a college degree or higher. Twenty-five percent were content with a high school diploma. Post-secondary participating students were more likely than any other group to desire advanced education. Participating students in secondary dropout prevention programs were least likely to opt for more years of school.

Program attitudes. Rating scales were developed to measure respondent perception of vocational training in the areas of general training value, value of training as it relates to their jobs (job relevance), and training value in relation to job preparation. It should be remembered that those measures were taken in retrospect after some two years of experience in the labor market. The following points from Table 2-5 contain the highlights of these questions:

(1) Three out of ten students still rated their training as excellent. The training had been used on jobs, and these participants felt their training had given them an advantage over others their age in obtaining jobs. Retrospective positive evaluations were more often expressed by respondents at the post-secondary level. Negative evaluations were more likely to have come from students participating in secondary dropout prevention programs.

(2) The relevance of training to jobs varied by program level. Post-secondary respondents expressed more positive attitudes toward training relevance than secondary students. Those rating their training positive on this scale felt

that they could apply what they learned on their jobs and would not have obtained their jobs without training.

(3) More than half of all participating and nonparticipating students at the secondary level felt their training needed more on-the-job experience and should have been taken more seriously. This was particularly true for nonparticipating students in regular vocational education classes.

Program training and job carryover. Table 2-6 shows "carry-over" of vocational training to jobs currently held. Across all program types and level, one-third of the respondents were still employed at jobs with the same description as the jobs they held during training. Students in post-secondary programs were more likely to hold jobs directly related to their training than other groups. More than half of all students at the secondary level were holding jobs unrelated to their training. This figure increased to six out of ten who participated in dropout prevention programs.

TABLE 2-6

Congruence of Vocational Training Area and Current Job

	Aggregate		Post-Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Same Job	33		39		40		29		30		19		38	
Same Field	19		25		15		18		16		19		15	
Unrelated Job	48		36		45		53		54		63		46	
	100	(735)	100	(144)	100	(93)	100	(146)	100	(96)	101	(75)	99	(26)

3

OUTCOME MEASURES AND INDEPENDENT VARIABLES

In accordance with the general objectives established for the follow-up study, an interview schedule was developed to measure the outcomes for participating and nonparticipating students in school-supervised work education programs.

The data obtained provide the basis for testing the primary hypothesis of the study: Does participation in a work education program produce greater opportunity for employment earnings power and job satisfaction than regular vocational education training?

In order to test this hypothesis, six outcome measures were selected and tested against a wide range of independent variables. Independent variables have been grouped within the following categories: demographic variables, program and job-related variables, program characteristics from the students' perspective, and program characteristics from the administrators' perspective. The outcome measures selected include:

(1) Current employment status -- Working, in the Armed Forces, in school, not working but looking, not working and not looking

(2) Employment stability -- Total number of weeks worked in the past year

(3) Current weekly earnings -- Hourly wage times hours worked per week

(4) Current job satisfaction index

(5) First job after school weekly earnings -- Hourly wage multiplied by hours worked per week

(6) First job after school satisfaction index

The following portion of this chapter will be devoted first to a detailed description of the outcome measures and finally an overview of the independent variables.

OUTCOME MEASURES

The outcome measures chosen from the follow-up study reflect employment data from the respondents' current job and the first job held after leaving school. They were selected to measure the impact of work education programs on employability and job satisfaction. In order to clarify the content and origin of these measures, a description of each outcome measure is given here.

Current employment status. This measure included four categories of current employment status: working or in service, going to school, not working but looking, and not working and not looking for work. Questions used to measure employment status were adapted from the U.S. Bureau of the Census Current Population Survey and the National Center for Educational Statistics First Year Follow-Up Study.

Priority of classification was given first to full- or part-time employment, second to school attendance, third to unemployed but seeking employment, and finally to unemployed not seeking employment.

Employment stability. Each respondent was asked to think about the last twelve months, or a total of 52 weeks, and then asked to determine the exact number of weeks worked during this period of time: "About how many different weeks did you work altogether during this time? Count all weeks in which you did any work at all or were on paid vacation."

Current weekly earnings. Weekly earnings were calculated for each respondent who was currently employed. The calculation was based on questions "How many hours per week do you usually work at this job?" and "Approximately how much do you earn per hour?" This calculation depended upon the availability of information for both questions. Missing information on one or both questions made it impossible to calculate weekly earnings.

Current job satisfaction index. This index was developed as an overall measure of job satisfaction. Respondents satisfied with their current jobs answered positively in the following areas: pay and fringe benefits, importance and challenge, working conditions, opportunity for promotion and advancement with employer, opportunity for promotion and advancement within job field, and opportunity for developing new skills. Expressed satisfaction level for each area ranged from very satisfied to very dissatisfied on a scale of 1 to 4. When responses to the above-mentioned areas were calculated

with a simple summated rating procedure, an overall index ranging on a scale from 3 to 9 was calculated. Values of 3 and 4 represent very satisfied; 5 through 7, satisfied; and values of 8 and 9, dissatisfied.

After-school job. Weekly earnings and job satisfaction for the first job held after leaving school were calculated in the same manner as current weekly earnings and job satisfaction.

INDEPENDENT VARIABLES

The remaining portion of this chapter will deal with the content and origin of the independent variables. They have been organized into four groups of characteristics, and for the convenience of the reader are presented in outline format.

Demographic Variables	Measurement Categories
Geographic code	Northeast North Central West South
Industrial setting	Rural Bedroom community Single industry Urban
Size of city	Less than 100,000 100,000 to 349,999 350,000 to 999,999 1,000,000 or more
Sex (Wave I)	Male Female
Ethnic group (Wave I)	White Black Chicano Other

Ethnic group (Collapse 1) (Wave I)	White Black Other
Ethnic group (Collapse 2) (Wave I)	Minority Nonminority
Grade level (Wave I)	Grade 9 to 10 Grade 11 Grade 12 Grade 13 Grade 14 to 18
Marital status (Wave I)	Married Single Divorced
Marital status (follow-up)	Married Single Divorced
Age	Actual age in March 1975
Student's education (follow-up)	Less than high school graduate High school graduate Vocational or technical college Junior or community college Four-year college
Father's education (follow-up)	None or grade school only Did not finish high school Less than two years vocational or technical school Two or more years vocational or technical school Some college Completed college Master's degree Ph.D. or equivalent
Mother's education (follow-up)	Same categories as above
Earnings past twelve months (Wave I)	Exact amount

Program and Job-Related Variables

Hours worked at job (Wave I)	Exact number of hours

Occupational classification (Wave I)	Professional Clerical Sales and management Blue collar Service
Specific occupational classification (Wave I)	Nursing Medical Education Library work Social work Secretary Cashier Accountant-recording Stock clerk Sales clerk Waiting Kitchen work Hospital attendant Janitor Auto repair Body work Phone installer Carpentry Gas station attendant Moving and storage
Paid for work (Wave I)	Yes No
Number of months in program (Wave I)	Exact number of months
Effectiveness of required counseling (Wave I)	Very helpful Somewhat helpful Not helpful
School job satisfaction with pay (follow-up)	Very satisfied Satisfied Dissatisfied
School satisfaction with working conditions (Wave I)	Same categories as above
School job satisfaction with challenge and opportunities index (follow-up)	Summation of: How satisfied are you with the following things about your job?

	. Importance and challenge . Opportunity for promotion and advancement with this employer . Opportunity for promotion and advancement in this line of work . Opportunity for developing new skills
School job satisfaction overall index (follow-up)	Summation of: How satisfied are you with the following things about your job? . Pay and fringe benefits . Importance and challenge . Working conditions . Opportunity for promotion and advancement with this employer . Opportunity for promotion and advancement in this line of work . Opportunity for developing new skills
Hourly pay (Wave I)	Exact amount earned per hour
Pay raise or decrease (Wave I)	Computed from the following questions: What is your hourly pay? What was your beginning hourly pay?
Weekly wage (Wave I)	Computed from the following questions: What is your hourly pay? How many hours do you work at your job every week?
Training area specific (follow-up)	Agriculture Arts and humanities Business and office Communications media Construction Health Home economics Leisure (recreation) Manufacturing Marine science Marketing and distribution Natural resources and the environment

	Personal services Public service Transportation Other
Where training was received (follow-up)	School On the job School and job Job Corps or MDTA
Job satisfaction	Computed from the following questions[1]: Does your boss often ask your opinion? Does your boss know his job? Do people get very angry at you when you make a mistake? Are the adults bossy where you work? Do you get clear instructions when you need them? Do you do things off the job with the people you work with? Do you ever talk to anyone on the job about your beliefs? Would you do this job as a volunteer? Are you working with people you don't like? Do you get paid less than adults who do the same job? Are you free to talk and joke around with the people at work? Do you have any say in what hours you work? Would you like to quit your job? Do you often wish you didn't have to go to work? Do you think your boss would promote you if he could?

[1]This variable represents the percentage of "yes" code (1) responses from the sixteen questions that follow.

Work related to classwork (Wave I)	Very closely Somewhat closely Not at all
Job fit with career interest (Wave I)	Very well Moderate Not at all
Job responsibility (Wave I)	Created from the following questions[2]: Are there adults who do the same work as you do? Do you sometimes take over a job for an adult who isn't there? Do you decide how things are done on your job? Are you doing a tougher job now than when you were first hired? Was your job difficult to learn? Do you have to assume new responsibilities before you are ready? Can you do your work without thinking? Do you learn something new most days on your job? Does your job get you interested enough in things to try to learn about them after work? Do they have to find a replacement for you when you are absent? Have you had to man different assignments on this job?

Program Characteristics from Student's Perspective

Discuss course with counselor (Wave I)	Yes No
Self-selection (Wave I)	Created from the following questions: What was your main reason for joining this program?

[2]This variable represents the percentage of "yes" code (1) responses from the questions which follow, indicating some responsibility in the student's job.

Recommend program to friend (Wave I)	Yes No
Number of hours in class (Wave I)	Exact number of hours
Index of training evaluation (follow-up)	Created from the following questions: All things considered, how would you rate the quality of the training you received? . Excellent . Good . Fair . Poor Since that time, have you worked at a job where you used this training? Do you feel that your school training has given you an advantage over others your age in getting a job?
Index of training and job relevance (follow-up)	Created from the following questions: Thinking about the training you have received in school and the experiences you have had in the world of work, do you strongly agree, disagree, or disagree strongly with the following statements: . I have been able to apply on the job almost everything I learned in school. . I have been able to apply the basic principles of my training, although some things are different. . I could have gotten the jobs I've held without any training.
Index of training and job preparation (follow-up)	Created from the following questions: Thinking about the training you have received in school and the experiences you you have had in the world

	of work, do you strongly agree, disagree, or disagree strongly with the following statements: . I would have liked more on-the-job experience in my training before I started working or looking for work. . If I had it to do over again, I would take my school training more seriously.
School satisfaction (Wave I)	The same or worse Better after
<u>Program Characteristics from Administrator's Perspective</u>	
Ratio students to coordinator (Wave I)	Exact ratio
Have advisory committee (Wave I)	Yes No
School provides placement service (Wave I)	Yes No
Maintain placement records (Wave I)	Yes No
Have organized follow-up (Wave I)	Yes No
Rate follow-up former students (Wave I)	Below average Above average

4

CURRENT EMPLOYMENT STATUS AND EMPLOYMENT STABILITY

With the 24-month data focusing on individuals formerly enrolled in a work experience program, the questions addressed in this chapter are whether participation in these programs made any difference in the then current employment status or employment stability. Particular attention is given to those who were currently working or in the Armed Services. Having a job is not the only positive outcome resulting from program participation. Indeed those still in school have also demonstrated a successful outcome. However, those who were working were able to provide more information on the impact or lack of impact associated with participation in a program designed to incorporate actual work experience as part of training. This group receives most of the analytical attention. Concluding this chapter of the analysis is an assessment of employment stability measured over a 52-week period for participating and nonparticipating respondents.

CURRENT EMPLOYMENT STATUS

Current employment status in this study was measured directly for each respondent. The same questions were used as in the Current Population Survey of the U.S. Bureau of the Census. All categories were compressed into the following (after all possible response patterns in the full data were read):

(1) Currently working or in the Armed Services

(2) Currently going to school

(3) Currently not working, but looking for work

(4) Currently not working and not looking for work

Figure 4.1 gives the aggregate results of current employment status (at the time of the follow-up study) for both participating and nonparticipating students. It reveals that at least two out of three of those interviewed as part of the follow-up study were either working or in the Armed Services. Of that group, the number serving in the Armed Forces amounted to fewer than 4 percent.

Of the three work education programs, those participating in a post-secondary specific occupation program were more likely to be currently working than those in either group participating at the secondary level. Secondary dropout prevention programs had the lowest relative number of participating and nonparticipating students currently holding jobs.

A question of interest to be tested from these data is whether those participating in work education programs were more or less likely to be currently employed than their nonparticipating counterparts. In nearly every instance, nonparticipating students reported working more frequently than program participants. The differences

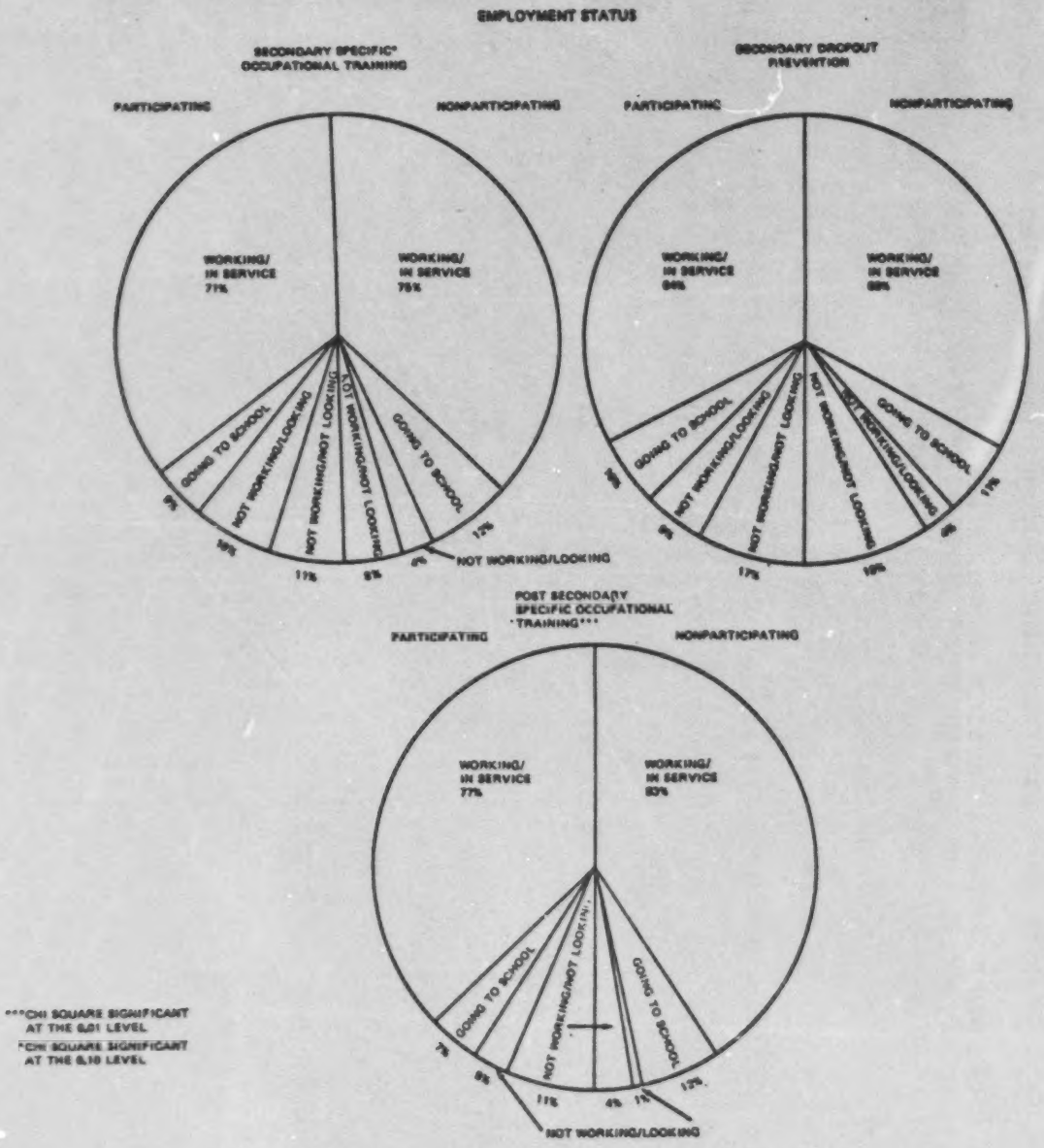

FIGURE 4.1. Employment Status of Participating and Nonparticipating Students

at the secondary level were not significant. However, in the post-secondary group, a statistically significant difference in the frequency of working respondents was found. Nonparticipating students were more frequently working than participants in the program.

It does not necessarily follow that the observed differences occurred because more participating students were enrolled in school. In fact, more nonparticipating students were in school at the time they were interviewed. The difference was due primarily to the large number of former participants currently out of the labor force. More detail on this question is provided in Table 4-1, which reveals the following relationships:

(1) Students participating in secondary programs, either specific occupation or dropout prevention, were more likely to be working if they were males than if they were females.

(2) At the post-secondary level, no differences were found between males and females and the frequency of holding a current job.

(3) Whites reported working consistently more often than blacks participating in work education programs at the secondary level. The same finding was true for nonparticipating post-secondary specific comparison group members.

(4) Contrary to the above findings, among post-secondary specific occupation participants, blacks reported a higher frequency of currently working than whites.

TABLE 4-1

Current Employment Status by
Respondent Characteristics

	Post-Secondary Specific Occupation										
	Participating Working					Non-Participating Working					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	
AGGREGATE	77	7	5	11	100 (266)	83	12	2	4	101 (146)	
Sex											
Male	78	10	5	7	100 (121)	84	10	3	3	100 (68)	
Female	77	4	5	15	101 (145)	82	13	0	5	100 (77)	
Ethnic Group											
White	71	11	4	15	101 (150)	87	9	0	5	101 (106)	
Black	84	3	7	7	101 (31)	36	55	9	0	100 (11)	
Chicano	87	3	7	3	100 (30)	100	0	0	0	100 (5)	
Other	92	0	4	4	100 (47)	91	5	0	5	101 (21)	
Age at Follow-Up											
18	-	-	-	-	- -	0	100	0	0	100 (1)	
19	67	0	33	0	100 (3)	100	0	0	0	100 (2)	
20	78	8	3	11	100 (37)	76	17	0	7	100 (42)	
21	77	8	4	12	101 (51)	94	2	2	2	100 (48)	
22 and Over	77	6	5	11	99 (168)	79	15	2	4	100 (52)	
Education											
Less than High School	50	0	25	25	100 (4)	100	0	0	0	100 (1)	
High School Graduate	91	0	0	9	100 (11)	57	14	0	29	100 (7)	
Voc-Tech School	79	2	5	14	100 (42)	98	2	0	0	100 (41)	
Junior or Com. Coll.	80	3	6	11	100 (124)	77	16	2	5	100 (57)	
Four Year College	69	22	6	4	101 (54)	76	21	3	0	100 (29)	
Marital Status at Follow-Up											
Married	77	3	3	17	100 (120)	82	11	2	6	101 (55)	
Single	77	11	8	4	100 (119)	84	11	1	4	100 (83)	
Divorced	85	4	0	12	101 (26)	75	25	0	0	100 (8)	

TABLE 4-1 (continued)

	Secondary Specific Occupation										
	Participating Working					Non-Participating Working					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	
AGGREGATE	71	9	10	11	101 (280)	75	12	4	8	99 (205)	
Sex											
Male	77	7	12	4	100 (147)	77	11	6	5	99 (122)	
Female	64	11	7	19	101 (133)	70	15	2	13	100 (83)	
Ethnic Group											
White	75	9	5	11	100 (212)	76	13	4	8	101 (184)	
Black	54	6	28	12	100 (50)	54	18	18	9	99 (11)	
Chicano	83	8	8	0	99 (12)	83	0	0	17	100 (6)	
Other	75	0	0	25	100 (4)	100	0	0	0	100 (1)	
Age at Follow-Up											
18	67	8	14	11	100 (36)	67	14	12	7	100 (43)	
19	76	7	8	9	100 (130)	80	11	2	8	101 (104)	
20	69	11	7	14	101 (86)	71	13	4	11	99 (53)	
21	64	0	18	18	100 (11)	67	33	0	0	100 (3)	
22 and Over	50	0	50	0	100 (6)	-	-	-	-	- -	
Education											
Less than High School	58	0	29	13	100 (24)	60	10	10	20	100 (10)	
High School Graduate	71	1	12	16	100 (145)	81	3	6	10	100 (107)	
Voc-Tech School	63	26	7	3	99 (27)	77	14	0	9	100 (22)	
Junior or Com. Coll.	78	22	0	0	100 (27)	71	29	0	0	100 (14)	
Four Year College	71	21	0	9	101 (34)	53	40	3	3	99 (30)	
Marital Status at Follow-Up											
Married	67	3	6	25	101 (72)	73	7	3	17	100 (40)	
Single	73	10	11	6	100 (204)	76	14	5	6	101 (163)	
Divorced	33	0	33	33	99 (3)	100	0	0	0	100 (1)	

TABLE 4-1 (continued)

	Secondary Dropout Prevention											
	Participating Working						Non-Participating Working					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)
AGGREGATE	64	10	9	17	100	(146)	66	11	4	19	100	(53)
Sex												
Male	73	9	9	10	101	(81)	73	15	6	6	100	(33)
Female	52	12	9	26	99	(65)	55	5	0	40	100	(20)
Ethnic Group												
White	70	7	8	16	101	(115)	67	11	2	20	100	(46)
Black	48	26	13	13	100	(23)	33	33	33	0	99	(3)
Chicano	50	0	0	50	100	(2)	100	0	0	0	100	(2)
Other	0	33	33	33	99	(3)	0	0	0	100	100	(1)
Age at Follow-Up												
18	59	11	15	15	100	(27)	50	19	0	31	100	(16)
19	63	16	9	13	101	(64)	62	10	10	19	101	(21)
20	68	5	2	24	99	(41)	92	0	0	8	100	(12)
21	100	0	0	0	100	(5)	100	0	0	0	100	(1)
22 and Over	-	-	-	-	-	-	100	0	0	0	100	(1)
Education												
Less than High School	43	4	18	36	101	(28)	71	0	14	14	99	(7)
High School Graduate	72	2	9	18	101	(68)	70	7	0	23	100	(30)
Voc-Tech School	63	13	25	0	101	(8)	67	33	0	0	100	(3)
Junior or Com. Coll.	67	22	0	11	100	(9)	67	0	0	33	100	(3)
Four Year College	56	44	0	0	100	(18)	29	43	14	14	100	(7)
Marital Status at Follow-Up												
Married	48	0	5	48	101	(21)	55	0	0	46	101	(11)
Single	66	12	10	12	100	(123)	69	14	5	12	100	(42)
Divorced	100	0	0	0	100	(1)	-	-	-	-	-	-

(5) The higher the level of educational experience, the lower the reported frequency of currently working -- this was due primarily to the fact that those currently in school were not so likely to hold current jobs also.

A more detailed study of the significant bivariate relationships for participating students only is made in Table 4-2, which reports for participating students the significant bivariate relationships with current employment status. It includes only those independent variables suitably scaled for correlational analysis. All relationships reported in this table are statistically significant at or beyond the 0.05 level.

An examination of Table 4-2 indicates that the number of significant relationships for the group of participants in secondary dropout prevention programs was definitely more limited than those for specific occupation programs. The relationships that did appear significant for secondary dropout prevention program participants included variables only slightly related to program variations -- number of males, number of minority students. Only the number of months working at the school job showed a definite relationship to current employment status. The likelihood that a former participant was currently employed increased as number of months working at a school job increased. More relationships were found for specific occupation programs at the secondary and post-secondary levels.

Between secondary and post-secondary programs, some of the significant relationships were consistent in direction and magnitude, while others were definitely contradictory. The consistent relationships included:

TABLE 4-2

Significant Bivariate Relationships of Participating Students Only: Current Employment Status*

Post-Secondary Specific Occupations	Secondary Specific Occupations	Secondary Dropout Prevention
Number Currently Employed Increases As:	Number Currently Employed Increases As:	Number Currently Employed Increases As:
. Number of minority students increases	. Number of males increases	. Number of males increases
. Hours worked at school job increases	. Number of minority students decreases	. Number of minority students decreases
. Number of months at school job increases	. Hours worked at school job increases	. Number of months at school job increases
. Discussions with a counselor decreases	. Number paid for work at school job increases	
. Number currently enrolled in school decreases	. 1972-73 12-month earnings increases	
. Overall evaluation of job training increases	. Overall evaluation of job training increases	
. Relevance of job training increases	. Relevance of job training increases	
. Training preparation for job increases	. Training preparation for job increases	
. School satisfaction decreases	. Ratio students to coordinator increases	
. School job satisfaction decreases	. Maintenance of placement records decreases	
. School job fit with career interest increases	. School satisfaction increases	
. Anticipated employment stability increases	. School job satisfaction increases	
	. School job responsibility increases	
	. Anticipated employment stability increases	

*Includes only those independent variables scaled appropriately for correlational analysis; all relationships significant at or beyond the .05 level.

(1) The more hours worked and the higher the rate of pay at school jobs, the more likely respondents were to be currently working.

(2) The more positive the evaluation of the specific occupation programs the more frequently participants held current jobs at the time of the follow-up interviews.

(3) The higher the anticipated employment stability, the more likely was the respondent to be working.

On the other hand, some of the relationships definitely indicate differences between secondary and post-secondary level participant experiences. Consider the following:

(1) In secondary programs, as the number of minority students increased, the number currently working decreased. This finding is not entirely surprising since blacks and other minorities in the population were not as frequently employed as whites. In parallel fashion, national unemployment figures for April 1975 show that 15 percent of the white male population was unemployed, compared to 24 percent for black and other minority males. The same relationship occurred nationally for women, where only 11 percent of the white female population was unemployed, compared to 20 percent of the female black and other minority population.[1] Surprisingly, at the post-secondary level, as the number of minority students increased, the number currently employed also increased.

[1] U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, Vol. 21 No. 10, April 1975, pages 21-22.

(2) In secondary programs, the higher the satisfaction with training, job, and school, the larger the number currently working. Conversely, in post-secondary programs, the higher school job satisfaction, the smaller the number currently working.

Apparently the more time spent and money earned during the on-the-job training phase of a student's development, the more likely it is that the student will be working some two years later. For post-secondary students, it does not necessarily follow that they enjoyed their training program. In fact, just the opposite was true. Those who were less satisfied with school and with their jobs were more likely to be working at the time of the follow-up interview. On the other hand, secondary students who had a positive attitude toward both school and their school jobs were more likely to be working during the follow-up.

EMPLOYMENT STABILITY

Each respondent was asked to estimate the number of weeks spent working in the last 52. Table 4-3 presents aggregate and subgroup results by program type and level. The mean, standard deviations, and median number of weeks working of the 52 weeks are shown.

There were no significant differences in the average number of weeks worked of the 52 weeks for any program type at the secondary or post-secondary level. Post-secondary participating and nonparticipating students enjoyed slightly more employment stability than secondary level respondents. However, between participating and nonparticipating subgroups, no significant differences were observed.

TABLE 4-3

Average Number of Weeks Worked
in the Past 52 Weeks

	Post-Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	38	15	44	37	16	44	35	16	43	37	14	43	33	17	41	33	16	38
Sex																		
Male	39	14	44	37	15	44	37	15	44	39	13	43	37	14	43	37	13	42
Female	37	16	44	37	16	44	33	18	42	36	16	43	27	19	25	26	18	29
Ethnic Group																		
White	36	16	44	39***	14	44	37	15	43	38	14	43	34	17	43	32	16	37
Black	42***	13	46	18***	21	4	28	19	35	33	20	43	27	15	25	33	13	33
Chicano	40	13	45	39	16	45	39	13	44	37	19	44	47	00	47	47	00	47
Other	40	12	45	40	15	45	37	13	40	20	00	20	9	10	5	00	00	00
Age at Follow-Up																		
18	-	-	-	00	00	00	31*	18	37	38*	14	43	32	17	41	29	15	30
19	31	27	44	47	00	47	37	15	44	39	13	44	32	17	41	31	17	36
20	37	15	44	35	17	43	37	16	44	33	16	41	35	15	41	37	17	45
21	38	14	44	42	10	45	34	17	42	32	25	44	47	00	47	47	00	47
22 and Over	38	16	44	35	18	43	23*	19	20	-	-	-	-	-	-	33	00	33
Education																		
Less than High School	28	23	27	33	0	33	29	17	31	37	17	44	28	20	27	33	16	36
High School Graduate	42*	14	46	33*	23	44	36	16	43	40	13	44	36	15	43	35	15	41
Voc-Tech School	39*	14	[illegible]	42*	12	45	32	16	41	40	10	43	32	21	43	38	15	44
Junior or Com. Coll.	39	14	44	36	18	44	34	18	43	30	19	40	33	13	33	28	22	33
Four Year College	34	18	43	32	16	36	34	16	42	30	16	31	25	16	22	20	15	13
Marital Status at Follow-Up																		
Married	38	15	44	38	17	45	34	18	43	34	17	42	27	19	29	28	20	33
Single	38	15	44	38	14	44	36	15	43	38	13	44	34	16	42	34	15	38
Divorced	40	16	45	27	20	27	18	17	20	33	00	33	00	00	00	-	-	-

***Student T significant at the .01 level.
*Student T significant at the .1 level.

In all, men were more consistently employed on the average than women. Blacks participating in post-secondary specific occupation programs worked more weeks of the year than blacks in the nonparticipating comparison group. At the secondary level, younger participants worked fewer weeks on the average than their comparison group counterparts. Other differences failed to reach acceptable levels of statistical significance. Additional relationships with other independent variables used in the study are presented in Table 4-4.

The average number of weeks worked during a 52-week year increased in general for males, nonminority students (except in the case of post-secondary specific occupation participants), and older students. This was true across all three programs. The employment stability of those who were paid higher wages, worked longer hours, and earned more during the school year of the benchmark study was above that of their co-workers who worked less and earned less during the same period. Finally, the more relevant the training program to the job, the more likely the individual was to enjoy a high level of employment stability.

Among secondary specific occupation participants, certain program-related variables produced significant relationships with the number of weeks worked during a 52-week period. As the ratio of students to coordinator increased, participant employment stability increased -- a somewhat surprising finding. The presence of an advisory committee also increased the employment stability of those interviewed.

In the following chapter, the study of the characteristics of the jobs currently held by those who reported they were working at

TABLE 4-4

Significant Bivariate Relationships of Participating Students Only
(Number of weeks worked in past year)*

Post-Secondary Specific Occupations

Number of Weeks Working Past Year Increases As:

- Number of minority students increases
- Number of hours worked at school job increases
- Number of months in program increases
- Number of discussions with a counselor decreases
- Number selecting school job for training increases
- Number currently enrolled in school decreases
- Overall evaluation of job training increases
- Relevance of job training increases
- School satisfaction decreases
- School job satisfaction decreases
- School job fit with career interest decreases

Secondary Specific Occupations

Number of Weeks Working Past Year Increases As:

- Number of males increases
- Number of minority students decreases
- Number of hours worked at school job increases
- Number paid for work at school job increases
- Hourly pay at school job increases
- Weekly wage at school job increases
- 1972-73 12-month earnings increases
- Number currently enrolled in school decreases
- Index of training evaluation increases
- Relevance of job training increases
- Training preparation for job increases
- Ratio of students to coordinator increases
- Presence of advisory committee increases
- School provided placement services decreases
- School satisfaction increases
- School job satisfaction increases
- School job work related to classroom increases
- School job responsibility increases
- Anticipated employment stability increases

Secondary Dropout Prevention

Number of Weeks Working Past Year Increases As:

- Number of males increases
- Number of minority students decreases
- Age of student participants increases
- 1972-73 12-month earnings increases
- Number currently enrolled in school decreases
- School job satisfaction increases

*Includes only those independent variables scaled appropriately for correlational analysis; all relationships significant at or beyond the .05 level.

the time of the follow-up interviews is presented. The particular characteristics of interest include the number of months worked at current jobs, the current weekly wages, and expressed levels of job satisfaction.

5

CURRENT JOB: WAGES AND SATISFACTION

The results reported in this chapter focus on the immediate job experience of those who were working at the time of the follow-up interviews. Job duration, weekly wages, and job satisfaction are the outcome measures of interest. In addition to these measures of outcome, results are reported for subgroups of respondents defined by sex, ethnic group, and training program job field descriptors.

NUMBER OF MONTHS WORKING

In reporting characteristics of job experience, each respondent was asked how long they had been working at their current jobs. Table 5-1 reports the results for this question, measured in average number of months worked.

In the aggregate, the average participant in secondary level programs held his or her job sixteen out of approximately 24 months. The average participant in a post-secondary program held his or her job longer (21 months for participants and eighteen months for nonparticipants). No significant differences in number of months

TABLE 5-1

Average Number of Months Working
at Current Job

	Post Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	21	19	17	18	17	13	16	16	12	18	19	12	15	15	10	15	17	9
Sex																		
Male	25	24	17	19	18	14	17	18	11	19	21	12	15	15	10	14	16	8
Female	18	14	17	16	16	11	16	13	12	16	14	13	15	16	10	18	20	9
Ethnic Group																		
White	24*	22	19	19*	18	15	16	16	10	18	19	12	15	15	12	14	14	8
Black	24	18	22	16	9	20	18	15	16	14	12	12	13	22	6	-	-	-
Chicano	19	18	16	14	6	12	12	8	9	18	13	11	6	0	6	41	45	10
Other	15	13	11	14	11	9	48	35	25	1	0	1	-	-	-	-	-	-
Age at Wave II																		
18	-	-	-	-	-	-	14	16	8	19	21	11	14	19	7	11	9	8
19	21	10	16	16	10	10	18	18	13	18	19	13	14	13	9	18	21	9
20	15	14	10	18	20	10	16	12	15	18	17	13	18	18	13	19	19	16
21	17	15	12	16	13	19	11	6	10	14	9	9	13	8	14	4	0	4
22 and Over	24	21	19	19	18	14	9	7	11	-	-	-	-	-	-	2	0	2
Education																		
Less than High School	40	46	8	5	0	5	10	9	8	7	7	4	14	8	15	10	5	8
High School Grad	16	10	16	30	29	19	17	17	12	18	16	14	17	17	13	15	16	9
Voc-Tech School	19	16	17	16	12	13	12	10	8	21	25	10	6	4	7	13	6	10
Junior or Com. Coll.	22	21	16	17	15	14	21	19	20	15	10	16	4	3	4	46	37	22
Four Year College	22	18	20	21	24	9	17	15	12	25	29	11	14	22	5	4	1	4
Marital Status at Wave II																		
Married	25	23	19	20	19	16	14	12	10	14	9	13	16	12	19	11	9	5
Single	17	15	13	15	13	11	17	17	12	19	20	12	15	16	10	16	18	9
Divorced	24	19	21	21	26	7	9	0	9	10	0	10	14	0	14	-	-	-

*Student T significant at the .10 level.

at current job occurred between participating and nonparticipating students in any program at the aggregate level.

Among the subgroups of participating and nonparticipating post-secondary students, a few definite trends can be identified. Participating males worked at their current jobs significantly longer than females. Participating white students had significantly longer job duration than nonparticipating whites. Older participating students worked more months than younger students. Last, married post-secondary participating students enjoyed longer job duration than single students.

In all, however, the amount of time worked at current jobs varied more by level -- secondary, post-secondary -- than across subgroups within particular programs. Post-secondary students held their current jobs for longer periods than secondary students participating in either specific occupation or dropout prevention programs.

CURRENT WEEKLY WAGES

Current weekly wages were calculated by determining first the number of hours worked each week and, second, by ascertaining the hourly pay of respondents. These components were multiplied to estimate weekly earnings. The values reported in Table 5-2 reflect the average weekly wages of individuals in the groups and subgroups studied in this analysis.

In the aggregate, no significant differences appeared between participating and nonparticipating students in secondary level programs. Those in specific occupation programs at the secondary level

TABLE 5-2

Average Weekly Wages in
Respondents' Current Jobs

	Post Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	160	109	132	121	69	117	113	66	113	115	83	104	112	53	113	111	98	92
Sex	***			***			***			***								
Male	208	131	170	136	72	139	132	75	129	132	91	121	129	54	133	125	117	97
Female	120	62	116	107	64	100	*** 90	42	92	*** 91	62	84	88	42	85	85	38	85
Ethnic Group	***			***														
White	176	125	136	127	71	122	116	68	115	117	86	106	113	50	115	112	103	89
Black	172	97	141	92	76	76	108	60	107	96	57	88	87	65	76	-	-	-
Chicano	157	107	146	126	79	126	88	44	100	96	27	92	226	00	226	126	00	126
Other	122	66	113	101	46	107	26	00	26	26	00	26	-	-	-	-	-	-
Age at Follow-up							**			**								
18	-	-	-	-	-	-	111	50	114	84	37	83	79	56	69	63	44	50
19	76	71	50	76	00	76	101	50	105	115	70	112	122	47	122	133	119	100
20	109	42	107	106	85	85	123	76	119	144	123	112	114	53	113	137	111	116
21	134	71	124	121	49	123	147	57	132	76	00	76	126	50	126	76	00	76
22 and Over	** 184	124	145	** 133	76	133	159	115	213	-	-	-	-	-	-	76	00	76
Education																		
Less than High School	101	35	100	176	0	176	122	63	130	46	27	42	121	47	113	86	42	88
High School Graduate	116	46	111	169	192	100	122	60	118	130	70	122	* 121	50	124	* 93	44	89
Voc-Tech School	122	40	121	124	49	127	114	55	120	102	102	88	166	55	176	288	229	150
Junior or Com. Coll.	*** 184	125	142	*** 124	53	126	81	55	76	139	129	94	76	45	76	76	71	50
Four Year College	* 151	108	131	* 102	97	76	78	57	66	57	36	50	59	35	57	51	35	50
Martial Status at Follow-Up	**			**														
Married	189	132	143	132	78	126	122	58	120	130	83	115	126	41	126	150	171	88
Single	** 133	77	123	** 109	48	113	111	68	110	111	84	100	111	54	112	104	82	93
Divorced	152	87	134	171	148	150	76	00	76	126	00	126	76	00	76	-	-	-

***Student significant at .01 level.

**Student significant at .05 level

on the average were earning $113 per week at their jobs, while their nonparticipating counterparts were earning $115 per week. Secondary dropout prevention participants were averaging $112, compared to $111 for their nonparticipating counterparts. On the other hand, among post-secondary specific occupation program participants, those who had completed their training programs, earned significantly higher weekly wages than nonparticipating comparison group members. Table 5-2 reports the specific values for subgroups of interest, wherein general findings are:

(1) Males earn more than females.

(2) Whites earn more than blacks.

(3) Older respondents earn more than younger respondents.

(4) Married respondents earn more than single respondents.

None of these subgroup comparisons was particularly surprising.

Of more interest to program planners are the cross group comparisons which include the following findings:

(1) Participating whites in post-secondary special occupation programs earned more than their comparison group counterparts.

(2) Black participants earned more than comparison group members in post-secondary programs.

(3) At the secondary level, specific occupation program eighteen-year-old participants fared better than nonparticipating students of the same age.

(4) In post-secondary specific occupation programs, older participating students did better than older nonparticipants.

A further analysis of the significant bivariate relationships may be found in Table 5-3. Across all program types and levels, the following bivariate relationships appear to hold when predicting current weekly earnings:

(1) The more hours worked while at school jobs, the higher the current weekly earnings.

(2) As school job hourly pay and yearly earnings increased in these school jobs, so did weekly earnings at current jobs.

Relationships peculiar to each group indicate that at the secondary level, as level of educational aspiration decreased, current weekly earnings increased. The opposite was true at the post-secondary level. At the secondary level, high educational aspiration attenuates weekly wages.

Among secondary dropout prevention participants, the fewer hours spent in class, the higher the current weekly earnings. Post-secondary specific occupation participants evidenced some significant relationships of program characteristics to weekly earnings. For this group the lower the ratio of students to coordinator, the higher the weekly earnings of those interviewed. The presence of an advisory committee decreased weekly earnings.

We turn now to the attitudes expressed toward current jobs as another measure of outcomes for the follow-up study.

CURRENT JOB SATISFACTION

To measure satisfaction with jobs currently held, those interviewed were asked a series of questions focusing on satisfaction with

TABLE 5-3

Significant Bivariate Relationships of Participating Students Only
(Current weekly earnings)*

Post-Secondary Special Occupations

Weekly Earnings Increase As:

- Size of city increases
- Number of males increases
- Number of minority students decreases
- Age of participating students increases
- Hours worked at school job increases
- Number of months at school job increases
- Perceived effectiveness of required counseling increases
- Number selecting program for training purposes increases
- Overall satisfaction with school job decreases
- Hourly pay at school job increases
- Size of pay raise at school job increases
- Weekly wage at school job increases
- 1972-73 12-month earnings increases
- Relevance of job training increases
- Ratio of students to coordinators decreases
- Presence of an advisory committee decreases
- Relationship of work to classroom activity activity increases
- School job fit with career interest increases
- School job responsibility increases
- Educational aspirations increases
- Anticipated employment stability increases

Secondary Special Occupations

Current Weekly Earnings Increase As:

- Number of males increases
- Age of participating students increases
- Student's level of education experience decreases
- Hours worked at school job increases
- Number paid for work at school job increases
- Number selecting school job for pay increases
- Number willing to recommend program to a friend decreases
- Overall satisfaction with school job decreases
- Hourly pay at school job increases
- Weekly pay at school job increases
- 1972-73 12-month earnings increases
- Number currently going to school decreases
- Level of educational aspirations decreases

Secondary Dropout Prevention

Currently Weekly Earnings Increase As:

- Size of city increases
- Number of males increases
- Age of students participating increases
- Level of student's educational experience decreases
- Number of hours worked at school job increases
- Satisfaction with school job decreases
- Size of pay raise at school job increases
- Weekly wage at school job increases
- 1972-73 12-month earnings increases
- Number of hours spent in class decreases
- Number currently enrolled in school decreases
- School satisfaction increases
- Educational aspirations decreases

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*Includes only those independent variables scaled appropriately for correlational analysis; all relationships significant at or beyond the .05 level.

pay and fringe benefits, working conditions, challenge and opportunities. In all, secondary dropout prevention participants and comparison group members expressed less satisfaction with their current jobs than post-secondary students trained in some specific occupation. Secondary students from specific occupation programs fell between the two extremes. In general, one out of five of those interviewed expressed dissatisfaction with their current jobs (Table 5-4). The one area where dissatisfaction was expressed most often had to do with pay. In regard to pay, approximately one out of four said that they were not satisfied with their current jobs in terms of the pay level. The relationship of job satisfaction to key group and subgroup positions is presented in Table 5-5, which indicates that there were few significant differences between subgroups, either at the secondary or post-secondary level. In general, men and women expressed about the same levels of satisfaction with their current jobs across educational levels and types of program. Whites and blacks did not differ significantly in their expressed levels of satisfaction, even though blacks were consistently less satisfied.

Table 5-6 presents the list of significant bivariate relationships in the study. The list of significant relationships was shortest in secondary specific occupation programs. Among secondary dropout prevention program participants, as general satisfaction with their program experience increased, so did satisfaction with their current jobs. The same trend holds for both post-secondary and secondary specific occupation participants as well. For specific occupation participants at both levels, as the number of minority participants decreased, expressed satisfaction with current jobs increased.

TABLE 5-4

Job Satisfaction with Current Job
(Aggregate measure)

	Aggregate		Post Secondary Specific Occupation				Secondary Specific Occupation				Secondary Dropout Prevention			
			Participating Working		Non-Participating Working		Participating Working		Non-Participating Working		Participating Working		Non-Participating Working	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Pay														
Very Satisfied	21		23		23		20		17		17		21	
Satisfied	55		49		56		54		60		55		44	
Not Satisfied	24		28		22		26		23		29		35	
	100	(1015)	100	(202)	101	(120)	100	(188)	100	(144)	101	(84)	100	(34)
Working Conditions			**		**									
Very Satisfied	29		30		33		28		31		26		24	
Satisfied	58		55		62		57		56		62		68	
Not Satisfied	13		15		5		15		14		12		9	
	100	(1016)	100	(202)	100	(120)	100	(189)	101	(144)	100	(84)	101	(34)
Challenge and Opportunity														
Very Satisfied	25		27		30		27		25		18		29	
Satisfied	68		65		64		67		70		75		61	
Not Satisfied	7		8		7		5		6		7		10	
	100	(999)	100	(199)	101	(118)	99	(187)	101	(142)	100	(84)	100	(31)
Complete/Overall														
Very Satisfied	18		22		20		20		17		14		16	
Satisfied	73		67		75		69		75		74		71	
Not Satisfied	9		11		5		11		8		12		13	
	100	(998)	100	(199)	100	(118)	100	(186)	100	(142)	100	(84)	100	(31)

**-Chi Square significant at the .05 level.

TABLE 5-5

Overall Current Job Satisfaction by Respondent Characteristics

	Post-Secondary Specific Occupation									
	Participating Working					Non-Participating Working				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	22	67	11	100	(199)	20	75	5	100	(118)
Sex										
Male	22	67	11	100	(90)	11	84	5	100	(56)
Female	21	68	11	100	(109)	30	66	5	101	(61)
Ethnic Group										
White	28	63	9	100	(101)	25	70	6	101	(89)
Black	19	65	16	100	(26)	0	100	0	100	(4)
Chicano	24	56	20	100	(25)	20	80	0	100	(5)
Other	7	86	7	100	(42)	5	89	5	99	(19)
Age at Follow-Up										
18	-	-	-	-	-	-	-	-	-	-
19	0	100	0	100	(2)	0	50	50	100	(2)
20	14	86	0	100	(28)	23	73	3	99	(30)
21	15	74	10	99	(39)	20	78	2	100	(45)
22 and Over	26	60	14	100	(124)	20	73	8	101	(40)
Education										
Less than High School	0	0	100	100	(2)	0	100	0	100	(1)
High School Graduate	10	90	0	100	(10)	0	100	0	100	(4)
Voc-Tech School	3	88	9	100	(32)	13	83	5	101	(40)
Junior or Com. Coll.	22	69	9	100	(96)	27	68	5	100	(44)
Four Year College	33	56	11	100	(36)	25	65	10	100	(20)
Marital Status at Follow-Up										
Married	23	67	10	100	(89)	11	82	7	100	(44)
Single	22	68	10	100	(88)	26	69	4	99	(68)
Divorced	18	64	18	100	(22)	17	83	0	100	(6)

TABLE 5-5 (continued)

	Secondary Specific Occupation									
	Participating Working					Non-Participating Working				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	20	69	11	100	(186)	17	75	8	100	(142)
Sex										
Male	20	67	13	100	(103)	13	80	7	100	(87)
Female	21	71	8	100	(83)	24	65	11	100	(55)
Ethnic Group										
White	22	70	9	101	(149)	17	75	9	101	(127)
Black	19	56	26	101	(27)	17	67	17	101	(6)
Chicano	13	88	0	101	(8)	20	80	0	100	(5)
Other	0	100	0	100	(2)	0	100	0	100	(1)
Age at Follow-Up										
18	8	79	12	99	(24)	21	69	10	100	(29)
19	25	64	11	100	(92)	12	80	8	100	(74)
20	20	73	7	100	(55)	23	69	9	101	(35)
21	14	57	29	100	(7)	0	100	0	100	(2)
22 and over	0	67	33	100	(3)	-	-	-	-	-
Education										
Less than High School	14	64	21	99	(14)	17	67	17	101	(6)
High School Graduate	21	68	11	100	(99)	17	74	9	100	(82)
Voc-Tech School	18	71	12	101	(17)	18	77	6	101	(17)
Junior or Com. Coll.	14	81	5	100	(21)	20	80	0	100	(10)
Four Year College	33	63	4	100	(24)	13	81	6	100	(16)
Marital Status at Follow-Up										
Married	20	71	9	100	(45)	15	70	15	100	(27)
Single	21	68	12	101	(140)	17	76	7	100	(113)
Divorced	0	100	0	100	(1)	0	100	0	100	(1)

TABLE 5-5 (continued)

	Secondary Dropout Prevention									
	Participating Working					Non-Participating Working				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	14	74	12	100	(84)	16	71	13	100	(31)
Sex										
Male	18	74	8	100	(50)	10	71	19	100	(21)
Female	9	74	18	101	(34)	10	80	10	100	(10)
Ethnic Group										
White	14	75	11	100	(72)	14	72	14	100	(28)
Black	10	70	20	100	(10)	0	100	0	100	(1)
Chicano	100	0	0	100	(1)	100	0	0	100	(1)
Other	-	-	-	-	-	-	-	-	-	-
Age at Follow-Up										
18	20	73	7	100	(15)	13	75	13	101	(8)
19	12	74	15	101	(34)	0	80	20	100	(10)
20	15	78	7	100	(27)	40	50	10	100	(10)
21	20	60	20	100	(5)	0	100	0	100	(1)
22 and over	-	-	-	-	-	0	100	0	100	(1)
Education										
Less than High School	0	92	8	100	(12)	20	60	20	100	(5)
High School Graduate	15	71	15	101	(48)	14	71	14	99	(21)
Voc-Tech School	40	60	0	100	(5)	50	50	0	100	(2)
Junior or Com. Coll.	17	67	17	101	(6)	-	-	-	-	-
Four Year College	10	80	10	100	(10)	0	100	0	100	(1)
Marital Status at Follow-Up										
Married	0	72	29	101	(7)	17	67	17	101	(6)
Single	16	75	9	100	(76)	16	72	12	100	(25)
Divorced	0	0	100	100	(1)	-	-	-	-	-

TABLE 5-6

Significant Bivariate Relationships of Participating Students Only
(Current level of job satisfaction)*

Post-Secondary Special Occupation

Current Job Satisfaction Increases As:

- Number of minority students decreases
- Student's level of educational experienced increases
- Participation in extracurricular activities increases
- 1972-73 12-month earnings increases
- Number currently enrolled in school increases
- Relevance of job training increases
- School satisfaction decreases
- School job satisfaction increases

Secondary Special Occupations

Current Job Satisfaction Increases As:

- Number of minority students decreases
- Number paid for school job increases
- Overall evaluation of job training increases
- Relevance of job training increases

Secondary Dropout Prevention

Current Job Satisfaction Increases As:

- Satisfaction with school job pay increases
- Overall satisfaction with school job increases
- Hourly pay at school job increases
- Number of hours in class increases
- Index of training evaluation increases
- Relevance of job training increases
- School satisfaction increases
- School job satisfaction increases

*Includes only those independent variables scaled appropriately for correlational analysis; all relationships significant at or beyond the .05 level.

TABLE 5-7

Comparison of Outcomes for Minority and
Nonminority Males and Females
(Post-secondary specific occupations)

	Currently Working		Weekly Wage		Number of Weeks Working		Job Satisfaction	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Non-Minority Males	71	88	$234.54	$146.20	37	39	5.3	5.7
Minority Males	91	78	$180.85	$122.56	41	35	6.2	6.2
Non-Minority Females	71	86	$117.99	$113.70	36	39	5.6	5.1
Minority Females	86	69	$122.25	*	40	29	5.7	*

*Cells with less than 10 observations have been suppressed

Those who were satisfied with the program when participating in school were the most satisfied with their current jobs. This did not mean, however, that they were also earning the highest wages, or that they were working for the longest period of time. In fact, those who were less satisfied with their school experience seemed to be earning more and working longer, perhaps motivated by their earlier levels of dissatisfaction.

SPECIAL GROUP ANALYSIS

This section examines the current job experiences of particular subgroups of interest to this study. These include minority and nonminority males and females who participated or served as comparison group members in the follow-up study as well as those trained in particular skill areas.

The Minority Experience

As seen in Table 5-7 for post-secondary programs, nonminority males were actually working less often than minority males at the time of the follow-up interviews. The same trend held for minority females. Both nonminority male and female comparison group members were currently working more often than participants. Minority males and females, on the other hand, outstripped their comparison group counterparts in the frequency of holding current jobs.

If the reported average weekly wages for this group is examined, it is seen that the rate of pay for nonminority males was significantly higher than that of minority participants and nonparticipants who were currently working. No differences were found for participating

minority and nonminority females. Male participants, both minority and nonminority, earned more per week than their respective comparison groups.

Minority males and females enjoyed greater employment stability than their nonminority counterpart participants. On the other hand, no significant differences emerged between participating and nonparticipating minority and nonminority male and female subgroups.

No significant differences were found between the expressed job satisfaction of participating and nonparticipating subgroups. The only difference of note was that minority males expressed less job satisfaction than nonminority males with their current job situation in both participating and nonparticipating groups.

Table 5-8 shows results for those participants and nonparticipants in secondary specific occupation programs. A somewhat different picture emerged. Consider the following points:

(1) Nonminority males reported a higher frequency of current jobs held than minority males.

(2) Nonminority females reported holding a current job slightly more often than minority females.

(3) Nonminority male participants worked slightly more than their comparison group counterparts.

When wages and job satisfaction are considered, the following trends emerge:

(1) No significant differences appeared between nonminority male participants and nonparticipants. Participating males earned slightly more per week.

TABLE 5-8

Comparison of Outcomes for Minority and Nonminority Males and Females (Secondary Specific Occupations)

	Currently Working		Weekly Wage		Number of Weeks Working		Job Satisfaction	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Non-Minority Males	83	78	$137.70	$132.81	39	39	5.6	5.8
Minority Males	61	*	$ 98.83	*	32	*	6.4	*
Non-Minority Females	65	71	$ 86.16	$ 91.98	34	36	5.7	5.7
Minority Females	61	58	$103.00	*	30	32	5.9	*

*Cells with less than 10 observations have been suppressed

(2) Expressed job satisfaction was lower for minority males than for any other subgroup.

(3) No other significant differences were found in the area of job satisfaction.

When the number of weeks worked in the past 52 weeks are expressed as an average, the general trend was for nonminority males and females to be working longer, on the average, than their minority counterparts. On the other hand, there were no significant differences between participating and nonparticipating secondary special occupation respondents in the number of weeks worked in the 52 prior weeks.

Last, the comparison of outcomes for minority and nonminority males and females participating in secondary dropout prevention programs is presented in Table 5-9. A quick look at these data reveals that:

(1) Nonminority males reported a current job significantly more often than minority males.

(2) Nonminority females reported a job significantly more often than minority females.

(3) No difference in the frequency of reported current jobs was found between participating and nonparticipating nonminority males and females.

(4) Participating students enjoyed a slight advantage in terms of average weekly wages. However, these differences failed to reach a statistically acceptable level of significance.

TABLE 5-3

Comparison of Outcomes for Minority and Nonminority Males and Females (Secondary dropout prevention)

	Currently Working		Weekly Wage		Number of Weeks Working		Job Satisfaction	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Non-Minority Males	79	75	$130.63	$128.08	39	36	5.7	6.1
Minority Males	50	*	*	*	29	*	*	*
Non-Minority Females	58	56	$89.29	$80.50	28	26	6.1	5.4
Minority Females	36	*	*	*	24	*	*	*

*Cells with less than 10 observations have been suppressed

(5) Nonminority male and female participants worked more weeks in the 52 prior weeks than their minority counterparts.

(6) Levels of job satisfaction differed only slightly between subgroups.

Training Areas

The second type of subgroup analysis identifies specific areas of training received during the 1972-73 school year for post-secondary and secondary participants in specific occupation training programs. These data are reported in Tables 5-10, 5-11, and 5-12.

When first the results for the percent currently employed are examined, the following points emerged:

(1) Among post-secondary students, training areas associated with business and office occupations, construction, health and marketing and distribution enjoyed high levels of reported current jobs.

(2) On the other hand, those trained in public service occupations showed a significant drop in the frequency with which they were holding current jobs.

At the secondary level, the variation in reported frequency of current jobs was greater. Those trained in the communications and media area, along with those trained in transportation occupations, enjoyed the highest rates of reported current jobs. Other areas of better-than-average performance included business and office occupations, marketing and distribution, and construction work. Less than one out of two of those trained in the area of home economics reported currently holding a job.

TABLE 5-10

Current Employment Status by Kind of Training
Received in the 1972-73 School Year
(Percent currently employed of participating students only)

	Post-Secondary Specific Occupation (%)	Secondary Specific Occupation (%)
Business and Office	80	76
Communication/Media	*	85
Construction	79	52
Health	81	*
Home Economics	*	46
Manufacturing	*	80
Marketing and Distribution	85	66
Public Services	36	*
Transportation	*	85

*Cells with less than 10 observations have been suppressed

TABLE 5-11

Current Employment Status by Kind of Training
Received in the 1972-73 School Year
(Average weekly earnings of participating students only)

	Post-Secondary Specific Occupation	Secondary Specific Occupation
Business and Office	$120.58	$100.06
Communications/Media	*	166.06
Construction	134.59	116.68
Health	184.40	*
Home Economics	*	92.17
Manufacturing	330.20	144.25
Marketing and Distribution	188.65	94.55
Public Services	113.00	*
Transportation	*	143.68

*Cells with less than 10 observations have been suppressed

TABLE 5-12

Fifty-Two Week Employment Stability by Kind of Training Received in the 1972-73 School Year (Average number of weeks worked in 52) for participating students only)

	Post-Secondary Specific Occupation	Secondary Specific Occupation
Business and Office	38	37
Communications/Media	*	39
Construction	36	33
Health	40	*
Home Economics	*	25
Manufacturing	47	41
Marketing and Distribution	42	33
Public Services	25	*
Transportation	*	36

*Cells with less than 10 observations have been suppressed

Table 5-11 identifies average weekly earnings at current jobs by areas of training. Note that for both secondary and post-secondary participants, those currently holding jobs in the area of manufacturing were receiving the highest weekly wages. As expected, those trained in home economics received the lowest weekly earnings. The transportation area for secondary participants seemed to generate above average weekly earnings.

Fifty-two week employment stability for those trained in specific areas is reported in Table 5-12. Reported employment stability was highest for those trained in manufacturing either at the secondary or post-secondary level. Post-secondary participants trained in the health or marketing and distribution areas also reported high levels of employment stability. At the secondary level communications, business and office practices, along with transportation training, seemed to be associated with relatively stable employment over a 52-week period.

SUMMARY

Data in this section report participant experiences with their current job. These outcome measures suggest the following generalizations:

(1) Men consistently enjoyed higher levels of employment, weekly wages, employment stability, and months working at current jobs than women. This trend held true for participating and nonparticipating respondents alike.

(2) At the post-secondary level, minority students appeared to do relatively better than their nonminority counterparts on the same measured outcomes variables.

(3) Secondary level participants satisfied with their training seemed to do better 24 months following training than those who were less satisfied with the original training experience.

(4) On the other hand, at the post-secondary level, less satisfaction with the training experience received while in school seemed to lead to higher productivity both in terms of employment and earnings 24 months following training.

(5) No consistent relationships were identified between program factors such as follow-up placement services, counseling, and ratio of students to coordinators that would allow this study to address the issue of changes in program structure.

6

FIRST JOB AFTER SCHOOL

Analysis of the results focusing on current job experience suggested that there were no consistent and striking differences between participating and nonparticipating students on most measures used in this study -- especially at the secondary level. The one program where differences did favor participating students appeared at the post-secondary level. Minority students participating in post-secondary programs seemed to benefit significantly as measured against the outcome variables.

It was hypothesized that perhaps a 24-month examination of job experience was a poor criterion for judging the impact of work education programs. Indeed, other studies conducted by Olympus Research suggested that the impact of training was most in evidence immediately following completion of the training program and that these effects tended to dissipate over time. Consider, for example: Participating students upon graduation were more knowledgeable and more experienced in the world of work. At that time they were better

able to secure a job and earn better wages at jobs where work education skills would pay dividends. Conversely, nonparticipating comparison group members, not necessarily having the same kind of work experience in a supervised setting, would be less equipped to compete for the available jobs.

Using this as a model we attempted to examine data which would shed some light on this particular question. Unfortunately, this study was not designed to collect work history data on a month-by-month basis covering the full 24-month period following the benchmark study. Therefore, it was impossible to construct a parallel course for participating and nonparticipating students and identify their work experience immediately following school training. However, a rough estimate of the proportion working at jobs after training was constructed from the data.

This estimate consisted of the proportion reporting a weekly salary for a first job held after school compared to the total group. Table 6-1 reports the results for these estimates. Among participating and nonparticipating post-secondary students, a low proportion reported a weekly salary at the first job after school (roughly one out of three). Conversely, the number reporting a weekly salary for a current job for both groups was in excess of 70 percent -- the largest number favoring nonparticipating respondents.

At the secondary level, the same trend was identified for specific occupation program participants. For both participating and nonparticipating subgroups, roughly four out of ten reported a weekly wage for a first job held after school. This proportion

TABLE 6-1

Proportion Reporting A Weekly Salary for First Job After School

Post-Secondary				Secondary Specific				Secondary Dropout			
Participating		Non-Participating		Participating		Non-Participating		Participating		Non-Participating	
Current	After	Current	After	Current	After	Current	After	Current	After	Current	After
.71	.34	.78	.32	.65	.43	.65	.43	.54	.52	.58	.36

increased for a current job. For both post-secondary and secondary specific occupation programs the trend was parallel. The results did not suggest that those participating in a particular program enjoyed any benefits from the experience immediately after school vis-à-vis their comparison group counterpart.

On the other hand, among secondary dropout prevention program participants there was a substantial difference in the proportion reporting a wage for first job after school. Fifty-two percent of those participating in a dropout prevention program reported a weekly salary for a first job after school compared to only 36 percent for nonparticipants. It is interesting to note that nonparticipating students made up the difference in the intervening period. By the measure taken for current jobs, 58 percent of the nonparticipating and 54 percent of the participating students reported a weekly salary.

Over all, it appears that the hypothesis of increased impact of the work experience component could be borne out among those participating in a dropout prevention program, but no differences were observed among those in specific occupation training at either the secondary or post-secondary level. On the other hand, in terms of the amount of money earned at those first jobs after school (average weekly wage) some differences did appear.

At the post-secondary and secondary levels, specific occupation participants reported average weekly wages that outstripped those of nonparticipants. Differences were most significant among males in post-secondary specific occupation programs, with participants enjoying significantly higher average weekly wages than nonparticipants (Table 6-2).

TABLE 6-2

Weekly Wages for First Job Held After School

	Post-Secondary Specific Occupation						Secondary Specific Occupation						Secondary Dropout Prevention					
	Participating Working			Non-Participating Working			Participating Working			Non-Participating Working			Participating Working			Non-Participating Working		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	110	73	98	86	47	79	89	49	83	83	41	80	79	48	75	89	44	82
Sex																		
Male	137*	83	123	99	62	85	105	50	100	96	41	93	88	45	84	105	45	93
Female	91	59	84	79	36	77	63	32	64	57	29	60	71	51	67	61	24	66
Ethnic Group																		
White	111*	77	95	83*	46	78	86	49	79	83	43	81	79	48	75	89	45	82
Black	140	83	132	113	48	100	105	53	110	63	25	67	83	57	76	76	00	76
Chicano	114	60	109	-	-	-	92	29	88	76	00	76	-	-	-	-	-	-
Other	83	55	76	92	52	84	-	-	-	-	-	-	76	00	76	-	-	-
Age at Follow-Up																		
18	-	-	-	-	-	-	83	44	82	76	50	70	67	35	67	63	25	67
19	126**	00	126	76**	00	76	23	45	79	83	37	81	77	49	72	97	64	82
20	68	38	67	101**	52	85	98	46	94	88	42	85	90	61	80	92	26	88
21	111	70	94	83**	51	79	92	66	76	76	00	76	109	29	113	126	00	126
22 and Over	127**	79	121	71**	33	72	138	75	100	-	-	-	-	-	-	76	00	76
Education																		
Less than High School	76	0	76	76	0	76	114	49	112	63	48	50	125	66	112	126	0	126
High School Graduate	101	29	100	126	141	50	86	47	81	86	39	85	76	35	74	92	49	82
Voc-Tech. School	116*	79	104	81*	37	78	90	57	80	91	43	88	88	48	100	76	0	76
Junior or Com. Coll.	110	79	93	91	53	85	61	24	66	88	95	50	54	27	57	76	0	76
Four Year College	105	66	100	76	27	76	87	55	82	70	30	71	46	26	42	76	0	76
Marital Status at Follow-Up																		
Married	114	80	103	89	60	79	79	45	76	79	38	80	96	83	76	109	61	88
Single	99	49	88	84	39	80	93	50	86	83	42	80	77	42	75	79	32	79
Divorced	157	76	142	76	00	76	76	00	76	-	-	-	-	-	-	-	-	-

**Student T significant at the .05 level.
*Student T significant at the .01 level.

In terms of expressed job satisfaction for the first job after school, the results again favored participants who expressed higher levels of satisfaction with their first after school jobs than non-participants. The exception to this trend occurred among those in secondary dropout prevention programs. Somewhat less satisfaction was expressed among participating respondents than among their non-participating counterparts (Tables 6-3 and 6-4).

TABLE 6-3

Job Satisfaction of First Job After School

	Aggregate (%)	Aggregate (Base)	Post-Secondary Specific Occupation: Participating Working (%)	Post-Secondary Specific Occupation: Participating Working (Base)	Post-Secondary Specific Occupation: Non-Participating Working (%)	Post-Secondary Specific Occupation: Non-Participating Working (Base)	Secondary Specific Occupation: Participating Working (%)	Secondary Specific Occupation: Participating Working (Base)	Secondary Specific Occupation: Non-Participating Working (%)	Secondary Specific Occupation: Non-Participating Working (Base)	Secondary Dropout Prevention: Participating Working (%)	Secondary Dropout Prevention: Participating Working (Base)	Secondary Dropout Prevention: Non-Participating Working (%)	Secondary Dropout Prevention: Non-Participating Working (Base)
Pay			*		*									
Very Satisfied	15		18		6		18		13		13		20	
Satisfied	48		45		63		44		46		57		40	
Not Satisfied	37		37		31		39		42		30		40	
	100	(628)	100	(95)	100	(49)	101	(124)	101	(94)	100	(79)	100	(20)
Working Conditions														
Very Satisfied	17		24		10		15		17		13		15	
Satisfied	57		52		61		54		55		67		55	
Not Satisfied	26		24		29		32		28		20		30	
	100	(629)	100	(96)	100	(49)	101	(124)	100	(94)	100	(79)	100	(20)
Challenge and Opportunity														
Very Satisfied	12		14		8		9		10		13		22	
Satisfied	76		71		81		77		78		78		72	
Not Satisfied	12		14		10		14		12		9		6	
	100	(605)	99	(91)	99	(48)	100	(118)	100	(92)	100	(77)	100	(18)
Complete/Overall														
Very Satisfied	11		12		6		9		13		12		11	
Satisfied	70		70		77		65		64		75		67	
Not Satisfied	19		18		17		25		23		13		22	
	100	(604)	100	(90)	100	(48)	99	(118)	100	(92)	100	(77)	100	(18)

*Chi Square significant at the .10 level.

TABLE 6-4

First Job After School Overall Satisfaction
by Respondent Characteristics

	Post-Secondary Specific Occupation								
	Participating Working					Non-Participating Working			
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%) (Base)
AGGREGATE	12	70	18	100	(90)	6	77	17	100 (48)
Sex									
Male	13	71	16	100	(38)	0	75	25	100 (16)
Female	12	69	19	100	(52)	10	77	13	100 (31)
Ethnic Group									
White	17	59	25	101	(53)	8	76	16	100 (37)
Black	16	83	0	99	(12)	0	100	0	100 (4)
Chicano	0	57	43	100	(7)	-	-	-	-
Other	0	100	0	100	(14)	0	67	33	100 (6)
Age at Follow-Up									
18	-	-	-	-		-	-	-	-
19	0	100	0	100	(1)	0	0	100	100 (1)
20	12	77	12	101	(17)	13	75	13	101 (16)
21	0	75	25	100	(16)	5	80	15	100 (20)
22 and Over	17	64	19	100	(53)	0	80	20	100 (10)
Education									
Less than High School	0	0	100	100	(1)	0	100	0	100 (1)
High School Graduate	0	100	0	100	(4)	0	100	0	100 (2)
Voc-Tech School	9	77	14	100	(22)	6	78	17	101 (18)
Junior or Com. Coll.	18	64	18	100	(39)	5	75	20	100 (20)
Four Year College	9	68	23	100	(22)	14	72	14	100 (7)
Marital Status at Follow-Up									
Married	11	72	17	100	(35)	6	77	17	100 (17)
Single	11	76	13	100	(46)	7	76	17	100 (29)
Divorced	22	33	44	99	(9)	0	100	0	100 (2)

TABLE 6-4 (continued)

	Secondary Specific Occupation									
	Participating Working					Non-Participating Working				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	9	65	25	99	(118)	13	64	23	100	(92)
Sex										
Male	10	60	30	100	(73)	14	64	22	100	(59)
Female	9	73	18	100	(45)	12	64	24	100	(33)
Ethnic Group										
White	9	68	23	100	(95)	11	69	20	100	(84)
Black	12	53	35	100	(17)	25	25	50	100	(4)
Chicano	25	50	25	100	(4)	67	0	33	100	(3)
Other	-	-	-	-		-	-	-	-	
Age at Follow-Up										
18	0	74	26	100	(19)	11	79	11	101	(19)
19	12	61	27	100	(49)	14	61	26	101	(43)
20	14	55	31	100	(29)	14	59	28	101	(29)
21	0	100	0	100	(9)	0	100	0	100	(1)
22 and over	0	80	20	100	(5)	-	-	-	-	
Education										
Less than High School	13	50	38	101	(16)	0	75	25	100	(4)
High School Graduate	3	76	21	101	(70)	14	61	26	101	(51)
Voc-Tech School	21	50	29	100	(14)	15	77	8	100	(13)
Junior or Com. Coll.	0	60	40	100	(5)	20	40	40	100	(5)
Four Year College	31	46	23	100	(13)	6	72	22	100	(18)
Marital Status at Follow-Up										
Married	6	71	23	100	(31)	0	86	14	100	(14)
Single	10	64	26	100	(86)	15	60	24	99	(78)
Divorced	0	0	100	100	(1)	-	-	-	-	

TABLE 6-4 (continued)

	Post-Secondary Specific Occupation									
	Participating Working					Non-Participating Working				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	12	70	18	100	(90)	6	77	17	100	(48)
Sex										
Male	13	71	16	100	(38)	0	75	25	100	(16)
Female	12	69	19	100	(52)	10	77	13	100	(31)
Ethnic Group										
White	17	59	25	101	(53)	8	76	16	100	(37)
Black	16	83	0	99	(12)	0	100	0	100	(4)
Chicano	0	57	43	100	(7)	-	-	-	-	
Other	0	100	0	100	(14)	0	67	33	100	(6)
Age at Follow-Up										
18	-	-	-	-		-	-	-	-	
19	0	100	0	100	(1)	0	0	100	100	(1)
20	12	77	12	101	(17)	13	75	13	101	(16)
21	0	75	25	100	(16)	5	80	15	100	(20)
22 and Over	17	64	19	100	(53)	0	80	20	100	(10)
Education										
Less than High School	0	0	100	100	(1)	0	100	0	100	(1)
High School Graduate	0	100	0	100	(4)	0	100	0	100	(2)
Voc-Tech School	9	77	14	100	(22)	6	78	17	101	(18)
Junior or Com. Coll.	18	64	18	100	(39)	5	75	20	100	(20)
Four Year College	9	68	23	100	(22)	14	72	14	100	(7)
Marital Status at Follow-Up										
Married	11	72	17	100	(35)	6	77	17	100	(17)
Single	11	76	13	100	(46)	7	76	17	100	(29)
Divorced	22	33	44	99	(9)	0	100	0	100	(2)

7

MULTIVARIATE ANALYSIS OF OUTCOMES DATA

More than three hundred variables were generated from the combination of follow-up and original benchmark data. Conceptually, this amount of data makes analysis of outcomes difficult in the extreme. The human mind is capable of handling perhaps two or three variables simultaneously -- examining the interrelationships with understanding. When more variables exist, confusion usually results.

The multivariate approach highlighted in this section allows the reader to examine the relationships of multiple predictors as they simultaneously influence designated outcome measures. Multivariate techniques chosen for this section of the analysis include discriminate function analysis and multiple linear regression.

DISCRIMINATE FUNCTION ANALYSIS

The first application of the multivariate technique was a discriminant function analysis applied to subgroups of participating and nonparticipating students for each program type. Table 7-1 reports the results of the significant findings of this analysis.

TABLE 7-1

Variables Which Discriminate between Participating and Nonparticipating Students Interviewed in Wave II

Variable	Relationship					
	Secondary Dropout Prevention		Secondary Specific Occupation		Post-Secondary Specific Occupation	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Size of City	---	---	---	---	Smaller	Larger
Minority Group	---	---	More Minority	Less Minority	More Minority	Less Minority
Hours at Job Wave I	Less Hours	More Hours	---	---	Less Hours	More Hours
Earnings 12 Months Wave I	Higher Earnings	Lower Earnings	---	---	Higher Earnings	Lower Earnings
Hours in Class Wave I	Less Hours	More Hours	Less Hours	More Hours	Less Hours	More Hours
School Satisfication Wave I	More Satisfied	Less Satisfied	More Satisfied	Less Satisfied	More Satisfied	Less Satisfied
Job Satisfaction Wave I	---	---	---	---	More Satisfied	Less Satisfied

Variables which best differentiated among participating and nonparticipating students included:

(1) Size of city

(2) Minority status

(3) Hours spent at training job

(4) Twelve-month earnings at Wave I

(5) Hours spent in class

(6) Measured school satisfaction

(7) Measured job satisfaction with training job

For post-secondary students, participants spent fewer hours both in class and at their training jobs, earned more in a twelve-month period, and were more satisfied with both school and job than their nonparticipating counterparts. Secondary level program participants also spent less hours in class and expressed more satisfaction with school than non-participating counterparts.

MULTIPLE LINEAR REGRESSION ANALYSIS

The principal purpose for performing a multiple linear regression analysis was to develop a "best set" of predictor or independent variables for identifying outcomes experienced by those interviewed in the follow-up study. The multiple linear regression analysis was limited to those who were participating in either post-secondary or secondary work experience training programs. This particular technique was chosen because it minimized the amount of overlap between predictors. The resulting standardized regression weights for those variables capable of predicting outcomes were independent of the confounding effects of other predictor variables.

The criteria for tolerance and size of relationship were set conservatively to produce a limited set of predictors best able to identify outcomes. Stepwise multiple regression was used to generate a hierarchical set of best predictors. Several models were tested for their ability to predict the following:

(1) Current weekly earnings

(2) Number of weeks working in the last 52 weeks

(3) Current levels of job satisfaction

The first model focused on characteristics of the participant. These included:

(1) Sex

(2) Minority group status

(3) Age

(4) Education

(5) Twelve-month earnings for the first wave

(6) Current school status

The second model focused on the job held as part of the work education program while the respondent was still in school. Variables included in this model were:

(1) Hours worked at school job

(2) Satisfaction with the school job in retrospect

(3) Hourly pay while working at the school job

(4) Pay raises received

(5) General satisfaction with the school job measured as part of the benchmark.

The third model focused on characteristics of the program from the student's experience. Variables included:

(1) Number of months attending the program

(2) Reasons for selecting training

(3) Number of hours spent in class

(4) Overall evaluation of training

(5) Training job relevance

(6) Training job preparation

(7) Level of satisfaction

Indeed this particular model focused on self-report data given by students when interviewed in either the benchmark or the follow-up study.

The last model focused on characteristics of the program from the administrator's point of view:

(1) The ratio of students to coordinators

(2) Presence of an advisory committee

(3) School placement service

(4) Placement records

(5) Organized follow-up

(6) Rating of follow-up

Data from each of these models are presented in Table 7-2 for the three outcomes variables. Beta weights are shown only for those variables significantly related to outcomes or those substantially increasing the proportion of variance accounted for by the model.

TABLE 7-2

Multiple Regression Analysis

		Current Weekly Earnings						# Weeks Working Out of Last 52						Current Job Satisfaction					
		Post-Secondary Specific Occupation		Secondary Specific Occupation		Secondary Dropout Prevention		Post-Secondary Specific Occupation		Secondary Specific Occupation		Secondary Dropout Prevention		Post-Secondary Specific Occupation		Secondary Specific Occupation		Secondary Dropout Prevention	
		β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
Participant Characteristic Model																			
5	Sex	-.27	**	-.18	**	-.36	**	—	—	—	—	—	—	—	—	—	—	.23	*
8	Ethnic Group	—	—	—	—	-.20	*	—	—	—	—	—	—	-.14	*	-.19	**	—	—
12	Age	.10	—	.18	**	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	Education	.12	—	-.16	—	—	—	-.18	**	—	—	-.40	**	-.26	**	-.18	—	—	—
40	Earnings 12 Months Wave I	.36	**	.14	—	.18	*	.09	—	.26	**	—	—	—	—	—	—	—	—
42	Current School Status	.23	**	.20	**	.54	**	—	—	—	—	—	—	-.18	**	-.11	—	—	—
	Proportion Variance Accounted For	.36		.26		.46		.04		.07		.16		.08		.05		.05	
School Job Model																			
17	Hours Worked at School Job	—	—	.17	*	.28	**	—	—	.20	*	—	—	—	—	—	—	—	—
33	Overall Satisfaction With School Job In Retrospect	.29	**	.18	*	.22	*	—	—	—	—	.13	—	—	—	—	—	—	—
37	Hourly Pay at School Job	.54	**	.30	**	—	—	—	—	.20	*	—	—	—	—	—	—	-.25	*
38	Rec'd Pay Raise at School Job	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
58	Satisfaction With School Job W.I	—	—	—	—	—	—	—	—	—	—	.21	*	—	—	—	—	-.20	—
	Proportion Variance Accounted For	.40		.21		.13		.00		.10		.06		.00		.00		.11	

TABLE 7-2 (continued)

Program Characteristics/ Students' View																	
22	# Months in Program	.25	**	--	--		-.13	--	--	--		--	--	.11	--		
25	Self Selection	--	--	--	--		.29	**	--	--		--	--	-.13	--		
41	# Hours in Class	-.31	**	--	--		--	--	-.25	**		--	--	--	--		
46	Index Training Evaluation	--	--	.16	--		.12	--	.11	--		--	--	--	--		
47	Index Training Job Relevance	.14	--	--	--		--	--	--	--		.17	--	.24	**		
48	Index Training Job Preparation	--	--	--	--		--	--	.26	**		--	--	--	--		
57	School Satisfaction Wave I	--	--	--	--		--	--	--	--		.20	*	--	--		
	Proportion Variance Accounted For	.19		.02			.10		.15			.07		.08			
Program Characteristics/ Administrators' View																	
51	Ratio Students/ Coordinator	-.12	--	-.24	*		--	--				-.24	*	-.14	--		
52	Have Advisory Committee	.46	**	-.22	*		--	--				-.44	**	-.26	**		
53	School Provides Placement Service	.33	**	--	--		--	--				-.30	*	--	--		
54	Maintain Placement Records	--	--	.12	--		--	--				--	--	.28	**		
55	Have Organized Follow-Up	--	--	--	--		.22	*				--	--	--	--		
56	Rating Organized Follow-Up	--	--	-.25	**		--	--				-.22	--	--	--		
	Proportion Variance Accounted For	.34		.09			.05					.21		.10			

INSUFFICIENT NUMBER OF CASES WITH COMPLETE DATA

INSUFFICIENT NUMBER OF CASES WITH COMPLETE DATA

INSUFFICIENT NUMBER OF CASES WITH COMPLETE DATA

*Significant at the .05 level.

**Significant at the .01 level.

Participant Characteristics Model

As Table 7-2 indicates, the participant characteristics model was perhaps best equipped to explain the current weekly earnings as measured by the proportion of variance in the dependent variable accounted for by the model. Participant characteristics were much less related to number of weeks worked in the past 52 weeks and current levels of job satisfaction.

When the multivariate relationships of student characteristics in the multiple linear regression model to current weekly earnings were examined, the following trends emerge:

(1) Current school status, twelve-month earnings, and sex of respondent were significant predictors of current weekly earnings for all three groups. The direction of the relationships was the same as well -- those males not currently in school who earned most within the past twelve months were still earning more on a weekly basis.

(2) Age and education were strongly related to current weekly wages for specific occupation programs, but not in a consistent fashion. As age increased, so did weekly earnings for both post-secondary and secondary levels. Education was positively related to weekly earnings for post-secondary students -- the more educational experience, the higher the weekly wage; but negatively related to wages for secondary students -- the more education experience, the lower the weekly wage.

(3) Ethnicity was not a consistent predictor of weekly wages in the presence of the other independent variables. It

was significant for those in secondary dropout prevention projects -- nonminority students earned more than minority students.

The participant characteristics model failed to account for significant amounts of the variability in the dependent variables employment stability and current job satisfaction. For these two dependent variables, however, the independent variable level of education indicated that the higher the level of educational experience, the lower the 52-week employment stability, but the higher the expressed job satisfaction.

School Job Model

The school job model was a reasonably good predictor of current weekly earnings for post-secondary students, somewhat less accurate for participants in secondary specific occupation programs, and not accurate at all for those in secondary dropout prevention programs. Conceptually, those in secondary dropout prevention programs probably had less identity with a program than either secondary or post-secondary participants in specific occupation programs. As a predictor of number of weeks working or current job satisfaction, the school job model performed very poorly.

The school job model suggested the following:

(1) The more hours worked and the higher the hourly pay at the training job, the higher the current weekly earnings.

(2) The lower the expressed overall satisfaction with a school training job viewed in retrospect, the higher the current weekly earnings.

These somewhat contradictory findings suggested that students with responsible jobs and higher levels of pay were also better paid 24 months following training than others. On the other hand, when viewing their school training job in retrospect, those most likely to enjoy high weekly earnings were the most critical. Satisfaction with the school job measured concurrently with holding the school job showed little relationship to predicting current weekly earnings when in competition with other variables.

Program Characteristics and Students' Views

When program characteristics from either the student's view or the administrator's view were examined, the data did not support analysis of secondary dropout prevention program because of small cell sizes resulting in unstable beta coefficients for the regression analysis. On the other hand, cell sizes were adequate for analysis of post-secondary and secondary special occupation programs.

When the students' views of the program were examined, the following appeared to be significantly related to outcomes.

(1) For both secondary and post-secondary students, as the number of months in the program increased, the higher the current weekly earnings and, for secondary students, the more positive the current job satisfaction.

(2) As the number of hours spent in class decreased, current weekly earnings increased for post-secondary students, and the number of weeks worked in the past 52 weeks increased for secondary students.

(3) As student evaluation of training of job relevance and preparation increased, so did the number of weeks worked in the past 52 weeks, and levels of current job satisfaction for secondary specific occupation students.

Over all, however, the student view failed to account for more than 20 percent of the variance in any of the dependent variables investigated.

Program Characteristics and Administrators' Views

In general, the administrators' views of their programs when related to student outcomes seemed significantly related to the experience of post-secondary special occupation students, but poorly or not related whatsoever to the experiences of the secondary specific occupation program participants. For example:

(1) As the ratio of students to coordinator decreased, current weekly earnings increased for secondary students, and levels of job satisfaction increased for post-secondary students.

(2) The presence of an advisory committee and the use of school placement services seemed to have contradictory effects on outcomes. In those programs without an advisory committee, current weekly earnings were higher for post-secondary students but lower for secondary students. On the other hand, when an advisory committee was present, the level of current job satisfaction was significantly lower for both secondary and post-secondary students.

(3) Provision of placement services related significantly to the amount earned weekly for post-secondary students. It also related to current level of job satisfaction.

In effect, the post-secondary student program characteristic model from the administrators' viewpoint showed relationships suggesting that as ratio of students to coordinator decreased, both current weekly earnings and current job satisfaction increased. Presence of an advisory committee and provision of placement services were inversely related to weekly income; that is, when those services or a committee were present, both current weekly earnings and levels of job satisfaction decreased.

PREDICTING SUCCESS

The task of predicting success for participating students contingent upon the model findings was not a simple one. Findings suggested that the most easily predicted success was weekly earnings, followed by current job satisfaction. Levels of accuracy for predicting number of weeks worked in the last 52 weeks was very low. Models seemed to predict current weekly earnings best when focused primarily on post-secondary participants. The student characteristics model, the school job model, and the program characteristics model from the administrators' views had reasonably high levels of variance accounted for.

When current job satisfaction was predicted, only program characteristics from the administrators' views appeared to show strong relationships for identifying current levels of job satisfaction. Predicting weekly earnings for secondary dropout students was uniquely related to the characteristics of those students.

8

THE NATIONAL LONGITUDINAL COMPARISON GROUPS

A study conducted in the late 1960s by the National Center for Educational Statistics focused on specific data needs for educational policy and research. Those responding to this study expressed a need for data that would allow comparisons of student educational and vocational experiences with outcomes determined through follow-up research. This finding led to plans for the first of a series of national longitudinal studies of the educational and vocational experiences of high school seniors.

The first full-scale survey was initiated in the spring of 1972. A national probability sample of approximately eighteen thousand seniors for approximately a thousand schools -- both public, private, and church affiliated -- participated in the base year survey. The first year follow-up data collection effort began in October 1973 and was completed by April 1974. High rates of recovery (93 percent) provided a good measure of outcomes for those responding to the follow-up instrument. All those responding were asked

what they were doing in regard to work, education, and training at the time of the follow-up interview.

The follow-up portion of the national longitudinal study provides a natural comparison group for the Part II work education follow-up study. There are, however, some significant differences. First, the national longitudinal study sample was a representative cross-section of American high school seniors, whereas the follow-up study stemmed from a nonprojectable purposive sample of approximately fifty selected programs. Therefore, results from the national sample are projectable to the universe of high school graduates in vocational education and cooperative education programs, whereas estimates based on the sample of fifty programs are not projectable to the universe of high school students.

Second, there was a difference in the time frame for the two studies. Follow-up data for the national study were collected approximately twelve to fourteen months prior to the collection of Part II follow-up data. Differences in the employment situation and the economy thus make the work experiences of the two groups less comparable.

Even so, the national longitudinal study provides an important source of comparison information for the Part II work education follow-up effort. All data from the national longitudinal study have been weighted against national parameters in order to produce true national percentage estimates as per instructions contained in the base year and the first follow-up data file users' manual.

In the subsections which follow, the experiences of those interviewed as part of the national survey will be studied for

labor force status, current weekly earnings, 52-week employment stability, and current job satisfaction. Each of these measures was selected because of its direct comparability to the questions used in conjunction with the Part II follow-up study.

CHARACTERISTICS OF THE NATIONAL LONGITUDINAL SAMPLE

Table 8-1 presents results from the national longitudinal follow-up study juxtaposed against the Part II follow-up data for subgroups of secondary specific occupation and dropout prevention program participants and comparison group members. Only two groups of participants from the national survey were directly comparable -- cooperative and dropout prevention participants. The first group had participated in at least one cooperative work experience program during the school career. Dropout prevention participants in the national follow-up comparison group consisted of those who indicated that they were enrolled in at least one work education program while in school. For comparison purposes, vocational education students who had not experienced either a cooperative education program or a work experience program were used from the national study. Therefore, in Table 8-1 each column labeled "national longitudinal first follow-up" consists of one of the following three groups:

(1) Participants in a cooperative education program

(2) Participants in a work education program (dropout prevention participants)

(3) Comparison group members -- vocational education students not enrolled in either cooperative education or work experience programs.

TABLE 8-1

Characteristics of National Longitudinal Study Respondent Population

	Follow-Up		National Longitudinal First Follow-Up		Follow-Up		National Longitudinal First Follow-Up		Follow-Up				National Longitudinal First Follow-Up	
	Secondary Specific Occupation Participating		Cooperative Participants		Secondary Dropout Prevention Participating		Dropout Prevention Participants		Secondary Specific Occupation Non-Participating		Secondary Dropout Prevention Non-Participating		Comparison Participants	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Sex														
Male	53		51		56		48		60		62		38	
Female	48		49		45		52		41		38		62	
	101	(280)	100	(2382)	101	(146)	100	(3631)	101	(205)	100	(53)	100	(4145)
Ethnic Group														
White	76		77		80		67		91		89		80	
Black	18		14		16		22		5		6		10	
Chicano	4		4		1		6		3		4		5	
Other	1		6		2		6		1		2		6	
	99	(280)	101	(2382)	99	(146)	101	(3631)	100	(205)	101	(53)	101	(4145)
Age at Follow-Up														
18	13		1		20		1		21		31		1	
19	48		61		46		64		51		41		67	
20	32		30		30		28		26		24		27	
21	4		8		4		5		2		2		4	
22 and Over	2		1		0		1		0		2		1	
	99	(280)	101	(2382)	100	(146)	99	(3631)	100	(205)	100	(53)	100	(4145)
Average Age	19		20		19		20		19		19		20	
		(280)		(2382)		(146)		(3631)		(205)		(53)		(4145)
Education														
Less than High School	9		2		21		2		6		14		1	
High School Graduate	56		58		52		51		59		60		62	
Voc-Tech School	11		11		6		10		12		6		14	
Junior or Com Coll.	11		14		7		16		8		6		14	
Four Year College	13		15		14		21		16		14		8	
	100	(280)	100	(2382)	100	(146)	100	(3631)	101	(205)	100	(53)	99	(4145)
Marital Status at Follow-Up														
Married	26		24		15		21		20		21		23	
Single	73		75		85		79		80		79		76	
Divorced	1		1		1		1		1		0		1	
	100	(280)	100	(2382)	101	(146)	101	(3631)	101	(205)	100	(53)	100	(4145)
Individual Income Past Year														
Average Income	4194		3538		3548		3151		4009		3224		3502	
		(280)		(2382)		(146)		(3631)		(205)		(53)		(4145)
Median Income	3590		3169		3227		2770		3625		2714		3230	
		(280)		(2382)		(146)		(3631)		(205)		(53)		(4145)

These three groups were the basis of all comparisons made to the students interviewed in conjunction with the Part II follow-up study.

As identified in Table 8-1 differences between the national longitudinal first follow-up and Part II follow-up for participants in cooperative programs and dropout prevention programs were minimal. Both studies contained a few more males than females in cooperative programs. On the other hand, national study results showed more women than men in dropout prevention programs on a national basis. This finding suggests that work education was perhaps used nationally to facilitate the development of secretarial and clerical skills of women through released time work education.

The distribution of race between the two follow-up studies was consistent for cooperative and specific occupation participants.. On the other hand, dropout prevention participants in the national study were more likely to be minority group members than participants in the Part II follow-up study. The distribution by race among comparison groups of both the Part II and the national longitudinal follow-up were very similar.

Among participating students, there were no differences by age or by level of educational experience. Also marital status was basically the same for both groups.

On the variable annual income for the twelve months prior to time of follow-up interview, Part II follow-up participants and comparison group members consistently out-earned their national study counterparts. This is due perhaps to the difference in economic climate and inflationary pressure -- the Part II follow-up was

conducted at least twelve months later than the national first follow-up.

Generally speaking, respondents from the national study's first follow-up were comparable in demographic makeup and background to the Part II participants. Differences that did occur were primarily among comparison group participants (those not actually in cooperative or work experience programs).

Another dimension for comparison of the two studies focused on self-described self-concept and locus of control. Table 8-2 presents the results of these questions for both studies.

On the self-concept variable, the national longitudinal and Part II samples were strikingly similar across all groups. In terms of locus of control, those participating in secondary specific occupation and secondary dropout prevention programs in the Part II study tended to be more externally oriented -- believing that success and achievement were due to external events such as luck or knowing the right people, vis-à-vis the national longitudinal follow-up participants who tended to be more internally oriented -- relying on their own abilities and internal motivations to achieve success. Part II participants were less inner-directed than national study follow-up participants.

LABOR FORCE STATUS

Table 8-3 presents current labor force status measured for both studies. In the aggregate, participants in the Part II study in both specific occupation and dropout prevention programs reported a higher frequency of "currently working or in the service" vis-à-vis

TABLE 8-2

Self-Concept and Locus of Control Attitudes

	Follow-Up		National Longitudinal First Follow-Up		Follow-Up		National Longitudinal First Follow-Up		Follow-Up				National Longitudinal First Follow-Up	
	Secondary Specific Occupation Participating		Cooperative Participants		Secondary Dropout Prevention Participating		Dropout Prevention Participants		Secondary Specific Occupation Non-Participating		Secondary Dropout Prevention Non-Participating		Comparison Participants	
	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)	(%)	(Base)
Self Concept														
High	19		21		17		21		19		22		18	
Medium High	32		36		36		36		27		28		32	
Medium Low	40		31		32		29		36		36		36	
Low	10		12		15		14		17		14		14	
	101	(280)	100	(2382)	100	(146)	100	(3631)	99	(205)	100	(53)	100	(4145)
Locus of Control														
External Orientation	26		20		24		21		15		32		20	
Mixed	59		56		57		57		66		58		57	
Internal Orientation	15		24		19		23		19		10		23	
	100	(280)	100	(2382)	100	(146)	101	(3631)	100	([illegible]	00	(53)	100	(4145)

TABLE 8-3

Current Employment Status

	Follow-Up: Secondary Specific Occupation Participating					National Longitudinal First Follow-Up: Cooperative Participants				
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%) (Base)
AGGREGATE	71	9	10	11	101 (280)	62	30	7	2	101 (2253)
Sex										
Male	77	7	12	4	100 (147)	68	29	0	2	99 (1133)
Female	64	11	7	19	101 (133)	56	30	13	1	100 (1120)
Ethnic Group										
White	75	9	5	11	100 (212)	64	29	6	2	101 (1695)
Black	54	6	28	12	100 (50)	53	38	7	3	101 (305)
Chicano	83	8	8	0	99 (12)	63	17	19	2	101 (78)
Other	75	0	0	25	100 (4)	70	26	3	1	100 (127)
Age at Follow-Up										
18	67	8	14	11	100 (36)	44	56	0	0	100 (15)
19	76	7	8	9	100 (130)	59	32	7	2	100 (1365)
20	69	11	7	14	101 (86)	62	30	7	1	100 (674)
21	64	0	18	18	100 (11)	85	7	6	2	100 (164)
22 and Over	50	0	50	0	100 (6)	87	3	7	4	101 (33)
Education										
Less than High School	58	0	29	13	100 (24)	75	9	16	0	100 (33)
High School Graduate	71	1	12	16	100 (145)	85	4	9	3	101 (971)
Voc-Tech School	63	26	7	3	99 (27)	43	50	7	0	100 (186)
Junior or Com. Coll.	78	22	0	0	100 (27)	25	72	2	1	100 (237)
Four Year College	71	21	0	9	101 (34)	12	85	2	2	101 (273)
Marital Status at Follow-Up										
Married	67	3	6	25	101 (72)	69	9	22	1	101 (469)
Single	73	10	11	6	100 (204)	58	38	2	2	100 (1453)
Divorced	33	0	33	33	99 (3)	83	17	0	0	100 (24)

TABLE 8-3 (continued)

	Follow-Up: Secondary Dropout Prevention Participating						National Longitudinal First Follow-Up: Dropout Prevention Participants					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)
AGGREGATE	64	10	9	17	100	(146)	55	36	7	2	100	(3449)
Sex												
Male	73	9	9	10	101	(81)	63	35	1	2	101	(1652)
Female	52	12	9	26	99	(65)	49	36	14	1	100	(1795)
Ethnic Group												
White	70	7	8	16	101	(115)	58	34	7	1	100	(2279)
Black	48	26	13	13	100	(23)	45	43	10	2	100	(718)
Chicano	50	0	0	50	100	(2)	54	38	7	1	100	(195)
Other	0	33	33	33	99	(3)	60	28	9	3	100	(198)
Age at Follow-Up												
18	59	11	15	15	100	(27)	36	58	0	6	100	(43)
19	63	16	9	13	101	(64)	54	38	7	1	100	(2229)
20	68	5	2	24	99	(41)	56	32	10	2	100	(960)
21	100	0	0	0	100	(5)	73	22	4	1	100	(177)
22 and over	-	-	-	-	-	-	62	27	7	4	100	(38)
Education												
Less than High School	43	4	18	36	101	(28)	67	14	15	3	99	(37)
High School Graduate	72	2	9	18	101	(68)	81	6	12	2	101	(1321)
Voc-Tech School	63	13	25	0	101	(8)	56	39	5	1	101	(273)
Junior or Com. Coll.	67	22	0	11	100	(9)	29	67	2	2	100	(427)
Four Year College	56	44	0	0	100	(18)	15	79	4	2	100	(556)
Marital Status at Follow-Up												
Married	48	0	5	48	101	(21)	59	15	26	1	101	(620)
Single	66	12	10	12	100	(123)	54	42	2	2	100	(2325)
Divorced	100	0	0	0	100	(1)	47	38	16	0	101	(15)

TABLE 8-3 (continued)

	Follow-Up												National Longitudinal First Follow-Up					
	Secondary Specific Occupation Non-Participating						Secondary Dropout Prevention Non-Participating						Comparison Participants					
	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)	Working	School	Not Working/ Looking	Not Working/ Not Looking	Aggregate (%)	(Base)
AGGREGATE	75	12	4	8	99	(205)	66	11	4	19	100	(53)	66	23	10	1	100	(3937)
Sex																		
Male	77	11	6	5	99	(122)	73	15	6	6	100	(33)	69	28	1	2	100	(1471)
Female	70	15	2	13	100	(83)	55	5	0	40	100	(20)	64	19	16	1	100	(2463)
Ethnic Group																		
White	76	13	4	8	101	(184)	67	11	2	20	100	(46)	67	22	10	1	100	(3134)
Black	54	18	18	9	99	(11)	33	33	33	0	99	(3)	52	33	14	1	100	(354)
Chicano	83	0	0	17	100	(6)	100	0	0	0	100	(2)	65	25	7	3	100	(169)
Other	100	0	0	0	100	(1)	0	0	0	100	100	(1)	73	10	12	4	99	(225)
Age at Follow-Up																		
18	67	14	12	7	100	(43)	50	19	0	31	100	(16)	42	43	12	3	100	(49)
19	80	11	2	8	101	(104)	62	10	10	19	101	(21)	65	23	11	1	100	(2645)
20	71	13	4	11	99	(53)	92	0	0	8	100	(12)	67	22	9	2	100	(1054)
21	67	33	0	0	100	(3)	100	0	0	0	100	(1)	74	17	6	3	100	(156)
22 and over	-	-	-	-	-	-	100	0	0	0	100	(1)	88	8	5	0	101	(32)
Education																		
Less than High School	60	10	10	20	100	(10)	71	0	14	14	99	(7)	87	0	13	0	100	(28)
High School Graduate	81	3	6	10	100	(107)	70	7	0	23	100	(30)	82	3	14	1	100	(1868)
Voc-Tech School	77	14	0	9	100	(22)	67	33	0	0	100	(3)	51	37	9	2	99	(435)
Junior or Com. Coll.	71	29	0	0	100	(14)	67	0	0	33	100	(3)	31	66	3	1	101	(440)
Four Year College	53	40	3	3	99	(30)	29	43	14	14	100	(7)	26	73	1	0	100	(254)
Marital Status at Follow-Up																		
Married	73	7	3	17	100	(40)	55	0	0	46	101	(11)	59	5	36	1	101	(801)
Single	76	14	5	0	101	(163)	69	14	5	12	100	(42)	68	29	2	1	100	(2582)
Divorced	100	0	0	0	100	(1)	-	-	-	-	-	-	79	11	10	0	100	(27)

their national longitudinal counterparts. However, an extremely large percentage of those interviewed in the national longitudinal study 24 months after graduation from high school reported that they were in school, compared to those in the Part II study. Therefore, in terms of desirable outcomes, either working or going to school, participants in the national longitudinal study out-achieved Part II participants. It must be kept in mind, however, that the time frames for the two studies were significantly different. Therefore, these results should be interpreted with caution.

Specific subgroup trends found in the national longitudinal study paralleled those already identified in the Part II study. Specifically:

(1) Males report working more frequently than females.

(2) Whites report working more often than blacks or other minorities.

(3) Those somewhat older report working more frequently than younger respondents.

(4) The number holding a current job decreased as level of education experience increased.

In general there was little variation in the way in which subgroups of respondents experienced the labor market in either study. Groups that did well on the Part II study also tended to do better (measured in terms of holding a current job) in the national study. This parallel experience occurred even though the time periods were significantly different and the labor market conditions had deteriorated by the time the Part II study had gone into the field with unemployment levels approaching 10 percent nationally.

EMPLOYMENT STABILITY

Employment stability results measured in terms of number of weeks working in the past 52 weeks are presented in Table 8-4.

The parallel between the two studies for participants in cooperative and dropout prevention programs was strikingly similar. Only for nonparticipating comparison groups was there the slightest variation between the two studies. When subgroup differences were examined, the following trends appeared:

(1) Males enjoyed higher levels of employment stability than females.

(2) Whites enjoyed higher employment stability than blacks.

(3) Chicano students showed higher levels of employment stability in the Part II follow-up study, but the same trend was not found in the national longitudinal study.

(4) For both the national and the Part II studies, employment stability was highest for high school graduates who had no further education. As educational experience increased through vocational education schools, community colleges, and four-year colleges, the amount of employment stability decreased.

CURRENT WEEKLY WAGES

Table 8-5 presents the average weekly wage of those working at the time of the follow-up interview. In the aggregate, Part II participants enjoyed a slight advantage in weekly wages due primarily to the inflationary pressures of the twelve-month time difference between measurements. The trends identified earlier in the Part II

TABLE 8-5

Weekly Wages on Current Job

	Follow-Up			National Longitudinal First Follow-Up			Follow-Up			National Longitudinal First Follow-Up			Follow-Up						National Longitudinal First Follow-Up		
	Secondary Specific Occupation Participating			Cooperative Participants			Secondary Dropout Prevention Participating			Dropout Prevention Participants			Secondary Specific Occupation Non-Participating			Secondary Dropout Prevention Non-Participating			Comparison Participants		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	113	66	113	109	72	97	112	53	113	100	67	90	115	83	104	111	98	92	104	65	93
Sex																					
Male	132	75	129	131	84	119	129	54	133	119	80	108	132	91	121	125	117	97	132	86	117
Female	90	42	92	84	42	80	88	42	85	80	42	78	91	62	84	85	38	85	85	37	83
Ethnic Group																					
White	116	68	115	109	75	97	113	50	115	102	68	92	117	86	106	112	103	89	103	62	93
Black	108	60	107	99	41	96	87	65	76	86	51	80	96	57	88	-	-	-	96	59	85
Chicano	88	44	100	90	37	86	226	00	226	99	89	82	96	27	92	126	00	126	100	68	86
Other	26	00	26	128	84	104	-	-	-	103	62	95	26	00	26	-	-	-	132	102	106
Age at Follow-Up																					
18	111	50	114	84	30	82	79	56	69	85	56	79	84	37	83	63	44	50	86	69	78
19	101	50	105	107	74	96	122	47	122	98	65	87	115	70	112	133	119	100	102	64	91
20	123	76	119	112	71	99	114	53	113	101	67	93	144	123	112	137	111	116	107	66	96
21	147	57	132	107	42	102	126	50	126	122	83	109	76	00	76	76	00	76	117	77	99
22 and Over	159	115	2[illegible]	117	116	84	-	-	-	118	76	97	-	-	-	76	00	76	96	33	101
Education																					
Less than High School	122	63	130	159	102	132	121	47	113	134	96	117	46	27	42	86	42	88	135	88	119
High School Graduate	122	60	118	114	65	103	121	50	124	112	69	102	130	70	122	93	44	89	110	64	98
Voc-Tech. School	114	55	120	119	92	101	166	55	176	101	65	88	102	102	88	288	229	150	100	69	89
Junior or Com. Coll.	81	55	76	100	71	93	76	45	76	86	60	77	139	129	9[illegible]	76	71	50	87	63	79
Four Year College	78	57	66	67	45	61	59	35	57	66	49	53	57	36	50	51	35	50	79	43	75
Marital Status at Follow-Up																					
Married	122	58	120	128	90	107	126	41	126	105	54	9[illegible]	130	83	115	150	171	88	103	64	91
Single	111	68	110	102	64	94	111	54	112	100	71	89	111	84	100	104	82	93	104	63	94
Divorced	76	00	76	93	37	82	76	00	76	134	144	[illegible]1	126	00	126	-	-	-	118	81	98

TABLE 8-4

Average Number of Weeks Working during Past 52 Weeks by Respondent Characteristics

	Follow-Up			National Longitudinal First Follow-Up			Follow-Up			National Longitudinal First Follow-Up			Follow-Up						National Longitudinal First Follow-Up		
	Secondary Specific Occupation Participating			Cooperative Participants			Secondary Dropout Prevention Participating			Dropout Prevention Participants			Secondary Specific Occupation Non-Participating			Secondary Dropout Prevention Non-Participating			Comparison Participants		
	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median
AGGREGATE	35	16	43	35	16	43	33	17	41	33	17	41	37	14	43	33	16	38	34	17	42
Sex																					
Male	37	15	44	38	14	44	37	14	43	35	17	43	39	13	43	37	13	42	36	16	43
Female	33	18	42	32	17	41	27	19	25	31	17	37	36	16	43	26	18	29	33	17	42
Ethnic Group																					
White	37	15	43	37	15	43	34	17	43	35	16	42	38	14	43	32	16	37	35	16	43
Black	28	19	35	26	19	27	27	15	25	27	18	27	33	20	43	33	13	33	25	19	28
Chicano	39	13	44	30	19	41	47	00	47	29	18	32	37	19	44	47	00	47	35	16	42
Other	37	13	40	38	15	44	9	10	5	32	17	39	20	00	20	00	00	00	36	16	43
Age at Follow-Up																					
18	31	18	37	35	16	42	32	17	41	32	17	41	38	14	43	29	15	30	32	18	41
19	37	15	44	34	16	42	32	17	41	33	17	41	39	13	44	31	17	36	34	17	42
20	37	16	44	37	15	44	35	15	41	32	17	41	33	16	41	37	17	45	35	16	43
21	34	17	42	37	16	44	47	00	47	34	17	42	32	25	54	47	00	47	33	17	42
22 and Over	23	19	20	43	11	46	-	-	-	35	16	43	-	-	-	33	00	33	44	9	46
Education																					
Less than High School	20	17	31	34	15	41	28	20	27	32	19	42	37	17	44	33	16	36	35	17	43
High School Graduate	36	16	43	38	14	44	36	15	43	37	16	44	40	13	44	35	15	41	37	16	44
Voc-Tech. School	32	16	41	34	17	43	32	21	43	33	16	39	40	10	43	38	15	44	29	17	32
Junior or Com. Coll.	34	18	43	35	16	43	33	13	33	33	16	41	30	19	40	28	22	33	33	16	41
Four Year College	34	16	42	26	16	23	25	16	22	24	17	21	30	16	31	20	15	13	26	18	23
Marital Status at Follow-Up																					
Married	34	18	43	36	15	43	27	19	29	33	17	42	34	17	42	28	20	33	31	18	41
Single	36	15	43	35	16	43	34	16	42	33	17	42	38	13	44	34	15	38	35	16	43
Divorced	18	17	20	35	17	43	00	00	00	27	16	22	33	00	33	-	-	-	29	21	41

study again appeared to hold for those responding in the national study follow-up period, namely:

(1) Males earned more than females.

(2) Whites earned more than blacks.

(3) Older respondents earned more than younger respondents.

Again the parallel findings between the national study follow-up and the Part II study were striking.

CURRENT JOB SATISFACTION

Current job satisfaction measured for Part II and national longitudinal respondents suggested that, in general, participants in the national study follow-up tend to be somewhat more polarized in their job attitudes. That is, they used the ends of the scale indicating "very satisfied" or "not satisfied" more frequently than Part II participants. However, when mean values were compared, no significant differences between the two groups were identified. As in the Part II study, blacks in both groups were somewhat less satisfied with their current jobs than whites; older respondents were less satisfied than younger respondents; and males were somewhat less satisfied than females (Table 8-6).

Other significant data are the comparisons in Tables 8-7 and 8-8 of minority and nonminority males and females in the secondary specific occupations and dropout prevention programs.

TABLE 8-6

Job Satisfaction with Current Job

	Follow-Up: Secondary Specific Occupation Participating					National Longitudinal First Follow-Up: Cooperative Participants				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	20	69	11	100	(186)	16	71	13	100	(1597)
Sex										
Male	20	67	13	100	(103)	16	71	13	100	(864)
Female	21	71	8	100	(83)	16	72	12	100	(773)
Ethnic Group										
White	22	70	9	101	(149)	15	73	12	100	(1232)
Black	19	56	26	101	(27)	20	63	16	99	(184)
Chicano	13	88	0	101	(8)	17	66	16	99	(54)
Other	0	100	0	100	(2)	20	70	9	99	(96)
Age at Follow-Up										
18	8	79	12	99	(24)	26	74	0	100	(9)
19	25	64	11	100	(92)	15	73	13	101	(932)
20	20	73	7	100	(55)	16	70	13	99	(498)
21	14	57	29	100	(7)	24	66	10	100	(128)
22 and Over	0	67	33	100	(3)	19	81	0	100	(27)
Education										
Less than High School	14	64	21	99	(14)	39	46	15	100	(31)
High School Graduate	21	68	11	100	(99)	17	73	10	100	(805)
Voc-Tech School	18	71	12	101	(17)	10	73	17	100	(148)
Junior or Com. Coll.	14	81	5	100	(21)	15	69	16	100	(179)
Four Year College	33	63	4	100	(24)	14	74	12	100	(129)
Marital Status at Follow-Up										
Married	20	71	9	100	(45)	14	76	9	99	(333)
Single	21	68	12	101	(140)	17	70	13	100	(1126)
Divorced	0	100	0	101	(1)	7	72	21	100	(19)

TABLE 8-6 (continued)

	Follow-Up					National Longitudinal First Follow-Up				
	Secondary Dropout Prevention Participating					Dropout Prevention Participants				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	14	74	12	100	(84)	15	71	14	100	(2218)
Sex										
Male	18	74	8	100	(50)	13	73	13	99	(1103)
Female	9	74	18	101	(34)	16	69	15	100	(1114)
Ethnic Group										
White	14	75	11	100	(72)	16	71	14	101	(1550)
Black	10	70	20	100	(10)	13	70	18	101	(397)
Chicano	100	0	0	100	(1)	13	78	9	100	(107)
Other	-	-	-	-	-	6	80	14	100	(122)
Age at Follow-Up										
18	20	73	7	100	(15)	20	69	11	100	(31)
19	12	74	15	101	(34)	16	70	14	100	(1420)
20	15	78	7	100	(27)	13	75	12	100	(629)
21	20	60	20	100	(5)	14	60	25	99	(103)
22 and over	-	-	-	-	-	10	82	8	100	(32)
Education										
Less than High School	0	92	8	100	(12)	24	57	18	99	(27)
High School Graduate	15	71	15	101	(48)	13	72	15	100	(1025)
Voc-Tech School	40	60	0	100	(5)	16	68	16	100	(199)
Junior or Com. Coll.	17	67	17	101	(6)	21	70	9	100	(319)
Four Year College	10	80	10	100	(10)	12	71	17	100	(235)
Marital Status at Follow-Up										
Married	0	72	29	101	(7)	18	70	12	100	(426)
Single	16	75	9	100	(76)	15	72	14	101	(1599)
Divorced	0	0	100	100	(1)	10	76	14	100	(13)

TABLE 8-6 (continued)

	Follow-Up										National Longitudinal First Follow-Up				
	Secondary Specific Occupation Non-Participating					Secondary Dropout Prevention Non-Participating					Comparison Participants				
	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)	Very Satisfied	Satisfied	Not Satisfied	Aggregate (%)	(Base)
AGGREGATE	17	75	8	100	(142)	16	71	13	100	(31)	17	69	14	100	(2816)
Sex															
Male	13	80	7	100	(87)	10	71	19	100	(21)	14	72	14	100	(1107)
Female	24	65	11	100	(55)	10	80	10	100	(10)	20	67	14	101	(1707)
Ethnic Group															
White	17	75	9	101	(127)	14	72	14	100	(28)	19	68	13	100	(2293)
Black	17	67	17	101	(6)	0	100	0	100	(1)	12	72	17	101	(198)
Chicano	20	80	0	100	(5)	100	0	0	100	(1)	12	70	18	100	(129)
Other	0	100	0	100	(1)	-	-	-	-	-	11	76	13	100	(153)
Age at Follow-Up															
18	21	69	10	100	(29)	13	75	13	101	(8)	13	64	23	100	(32)
19	12	80	8	100	(74)	0	80	20	100	(10)	18	69	13	100	(1873)
20	23	69	9	101	(35)	40	50	10	100	(10)	17	67	16	100	(772)
21	0	100	0	100	(2)	0	100	0	100	(1)	10	78	12	100	(117)
22 and over	-	-	-	-	-	0	100	0	100	(1)	5	95	0	100	(21)
Education															
Less than High School	17	67	17	101	(6)	20	60	20	100	(5)	15	72	14	101	(20)
High School Graduate	17	74	9	100	(82)	14	71	14	99	(21)	18	69	13	100	(1463)
Voc-Tech School	18	77	6	101	(17)	50	50	0	100	(2)	16	70	14	100	(291)
Junior or Com. Coll.	20	80	0	100	(10)	-	-	-	-	-	19	66	16	101	(319)
Four Year College	13	81	6	100	(16)	0	100	0	100	(1)	13	73	14	100	(132)
Marital Status at Follow-Up															
Married	15	70	15	100	(27)	17	67	17	101	(6)	16	69	15	100	(475)
Single	17	76	7	100	(113)	16	72	12	100	(25)	18	68	14	100	(2046)
Divorced	0	100	0	100	(1)	-	-	-	-	-	22	60	18	100	(15)

TABLE 8-7

Comparison of National Longitudinal Study Outcomes for Minority and Nonminority Males and Females in Secondary Dropout Prevention

	Currently Working		Weekly Wage		Number of Weeks Working		Job Satisfaction	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Non-Minority Males	61	65	$121.89	$131.31	37	37	6.0	6.0
Minority Males	57	62	$108.02	$136.38	30	34	6.2	6.3
Non-Minority Females	51	64	$ 81.17	$ 85.17	33	34	5.9	5.8
Minority Females	38	52	$ 77.62	$ 82.20	27	28	6.2	6.1

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TABLE 8-8

Comparison of National Longitudinal Study Outcomes for Minority and Nonminority Males and Females in Secondary Specific Occupations

	Currently Working		Weekly Wage		Number of Weeks Working		Job Satisfaction	
	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating	Participating	Non-Participating
Non-Minority Males	64	65	$133.34	$131.31	39	37	5.9	6.0
Minority Males	63	62	$120.08	$136.38	35	34	6.1	6.3
Non-Minority Females	57	64	$ 81.17	$ 85.49	35	34	5.9	5.8
Minority Females	47	52	$ 90.94	$ 82.20	25	28	5.8	6.1